

Catholic School Journal

A MONTHLY MAGAZINE OF EDUCATIONAL TOPICS & SCHOOL METHODS



Unless as little children we become

In simple, reverent humility,
This life full weary grows and burthensome,

Nor Heaven's glories may we hope to see:
And they alone act well a childlike part

Who love Our Mother blest with all their heart.

—Rev. Arthur Barry O'Neill, C. S. C.

May—the Month of the Blessed Virgin:—This month being dedicated by the Church to Mary, the Mother of Christ, the Queen of Heaven, should be observed in a particular manner by children in all Catholic schools. Attendance at Mass in the morning should be recommended, and some special prayer or aspiration to the Blessed Virgin should be included in the opening and closing exercises of the classes. In many schools a little shrine is erected in each room or hallway and kept decorated all the month with fresh flowers brought by the pupils. Teachers will do well to instill special veneration and devotion to the Blessed Virgin by reading chapters from books treating upon the subject. Father Ward's "Month of May at Mary's Altar" will be found very good for this purpose.

The preaching of the gospel of fresh air as a panacea for 90 per cent of the superficial ills to which humanity falls victim continues a serious and helpful habit with those who have proved its efficacy. Still, the majority of people read the advice of authorities on the subject, admit the logic of their conclusions, determine to heed the list of "don'ts" included, and immediately thereafter revert to their old careless habits.

What is the Secret of Teaching Writing?—There is no secret. If there is, it is work. Too often the teacher at the beginning of the writing hour places the copy books before the pupils, starts them to work, and then sits down at his desk and writes a letter to a friend, or prepares some other lesson, or watches his students to see that they keep quiet, or he does any one of a hundred other things but the one right thing, and that is to get right down at the side of his pupils and teach each one of them, first, how to hold the pen; second, how to move his arm; third, how to secure flexibility and control of the arm and the hand; fourth, how to produce movement exercises, and finally, how to form letters and produce written characters that are legible and easily executed.

Difficulties in Discipline:—A quiet manner, firmness, persistence, patience, absence of anger—all these are essential for the teacher who would gain perfect control over her class. Difficulty will often be avoided if the teacher puts her command in the form of a polite request which does not awaken resistance or arouse anger. There need be no lack of firmness in this method of approach. The teacher will teach courtesy by being courteous, and the conveying of commands in this way will furnish frequent and excellent opportunities to cultivate this virtue. Many movements of pupils and classes may be indicated by a motion of the head or the hand. Every movement that can be indicated by a sign or gesture should be so directed. Quiet not only saves time but induces thought.

Teachers' Preparation of Catechism:—"If it is important that other lessons should be preceded by an immediate preparation, it is still more urgent with regard to religious instruction, the object of which is so vast and sublime," writes a Christian Brother. "However great may be his accomplishments otherwise, a prudent teacher will never give a catechism lesson without especial and sufficient preparation. A hasty preparation might cause him to give incomplete or erroneous instruction, or to adopt a method unsuited to the abilities of the children.

"To prepare for catechism the teacher should: (1) Decide upon the subject to be explained and developed; (2) make sure that he fully understands the meaning of all the words employed in the questions and in the answers; (3) formulate subquestions calculated to make the pupils understand the propositions enunciated and the terms employed; (4) introduce developments suggested by the subject; (5) find comparisons to make the pupils understand difficult portions; (6) make a practical application of the subject."

As to Fighting and Roughness Among School Boys:—A number of cases of serious injury to young boys by older school mates have recently appeared in the press of the country. Death resulted from the assault in one of the cases.

Teachers and principals cannot be too insistent in prohibiting roughness on playgrounds, or on the way to and from school. The bully as a type should be discouraged by every possible means. The attitude of the school should be decidedly against fighting under any circumstances, and the big boy who attacks a smaller pupil should be not only severely punished but also held up to the school as a coward. The latter means is often more effective in putting a stop to the evil than physical punishment. Of course, boys will get into occasional little fistic encounters on the impulse of the moment, but a talk to the classes now and then will do much to eradicate erroneous ideas and pride as to fighting abilities. Especially should boys be warned as to the great danger of striking or kicking anyone in the abdomen.

The unpleasant odor of the school room is not the worst feature of foul air, though it may be the first means of announcing the bad ventilation of a room. Far worse is the effect upon the health—the impaired eyesight, the weakened lungs, the vitiated blood, the depletion of vital life and power. All of these hinder the child from learning and the teacher from instructing.

Do you know of any Catholic teachers who are not getting The Journal? If so, show them your copy and induce them to subscribe for next year. Thousands say that it is the most interesting and helpful magazine for Catholic teachers, and as more subscribers help to make it still better, it is to the interest of all to help along the good cause.

BASIS FOR PROFESSIONAL CRITICISM.

From the points enumerated in the following outline, a teacher's efficiency can be judged by any capable principal or superintendent. Teachers will do well to go over the list and give themselves a conscientious rating in each particular. It will help greatly in discovering and strengthening weak points:

1. General appearance of blackboards, floors, desks, tables, etc.
2. Skill in blackboard work.
3. Method:
 - (a) Adaptation of matter to time.....
 - (b) Arrangement of matter.....
 - (c) Development of new from old.....
 - (d) Co-ordination with other subjects.....
4. Power of exciting interest:
 - (a) Animation or enthusiasm.....
 - (b) Form and distribution of questions.....
 - (c) Language.
5. Skill in imparting instruction:
 - (a) Thoroughness of development, that is completion of one step before beginning the next.....
6. Discipline:
 - (a) Self-control and manners.....
 - (b) Ability to see what is going on.....
 - (c) Use of voice.....
 - (d) Control of class.....

SOME WAYS OF QUESTIONING.

Many a teacher, who wants to do good teaching, fails because he questions without raising any thought or effort in the pupil. In a school lately visited, the history class came up; they had been studying American history, about the time of Arnold's treason. "Arnold was in command at West Point, was he?" "Yes, sir." "And he had been in communication with Sir Henry Clinton?" "Yes, sir," and so on. Evidently the habit was firmly fastened. The teacher was a conscientious, painstaking man; he had studied his lessons with care; he was one depended on at a gathering of teachers if any point was to be elucidated.

In a certain school where there were seven teachers employed, one was called, "What-do-you-understand?" This was a nickname applied to him because he used the phrase so much in his classes. I visit his classroom; he read a definition of a participle and then said, "What do you understand by that, Mary?" A definition of an adjunct sentence was read by a pupil—"What do you understand by that?" followed. If you get into the habit of saying "What do you understand by—?" determine to give it up; while it may be useful at times, the probability is that it is employed aimlessly.

And here a great fault in questioning is revealed—it is aimless. Visit a law court and notice the care with which the trained lawyer asks questions. To question aright is difficult; it is one of the nice points. But the teacher too often begins to question without seeing the point himself. Time is an important element; let not the pupil's time be wasted while the teacher meanders all around the subject before the class; let the teacher aim straight at the bull's-eye.

DIOCESAN SCHOOL EXHIBITS.

The project of having a diocesan exhibit at school work has been spoken of from time to time. Many pastors have their exhibits for their own people and find them very useful. It would not be a difficult matter for the teachers to preserve specimens of the work of the children in case it may be deemed advisable to have such an exhibit at the time of the principals' meeting.—*Diocesan School Bulletin, Columbus, Ohio.*

HAVE YOU RECEIVED A SUBSCRIPTION BILL?

If so, and you have not yet remitted on same, kindly make it a point to do so as soon as possible. The new postoffice regulations impose an extra charge for periodicals going to subscribers in arrears, and you will save this expense by paying up without delay. We are pleased to say that most of our subscribers show their appreciation of our efforts to give Catholic teachers an interesting and helpful professional magazine of their own, by keeping their accounts paid in advance—many paying a number of years ahead. All this helps to make *The Journal* better, and encourages the editors to greater efforts in behalf of the teachers.



Humor of the School Room

WHEN TEACHER GETS CROSS.

When the teacher gets cross and her brown eyes get black
And her pencil comes down on the desk with a whack,
We chilluns in class sits up straight in a line,
As if we had rulers instead of a spine.
It's scary to cough, and it's not safe to grin—
When the teacher gets cross and the dimples goes in.

When the teacher gets cross, the tables all mix,
And the ones and the sevens begins playing tricks;
The pluses and minus is just little smears
Where the cry babies cry all their slates up with tears;
The figgers won't add and they act up like sin—
When the teacher gets cross and the dimples goes in.

When the teacher gets cross, the readers gets bad,
The lines jiggle round till the chilluns is sad,
And Billyboy puffs and gets red in the face,
As if he and lessons were running a race,
Till she hollers out "Next!" as sharp as a pin—
When the teacher gets cross and the dimples goes in.

When the teacher gets good, her smile is so bright
The tables gets straight and the readers gets right,
The pluses and minus comes trooping along,
And figgers add up and stops being wrong,
And we chilluns would like (but we dassent) to shout,
When the teacher gets good and the dimples comes out.

A skeptical young collegian confronted an old Quaker with the statement that he did not believe in the stories of the Bible. Said the Quaker:

"Does thee believe in France?"

"Yes; for though I have not seen it, I have seen others that have. Besides there is plenty of corroborative proof that such a country does exist."

"Then thee will not believe anything thee or others have not seen?"

"No; to be sure I won't."

"Did thee ever see thy own brains?"

"No."

"Does thee believe thee has any?"

A school teacher who had been telling a class of small pupils the story of the discovery of America by Columbus ended it with:

"And all this happened over four hundred years ago."

A little boy, his eyes wide open with wonder said, after a moment's thought:

"Oh, my, what a memory you've got!"

"Talking about linguistic freaks," said a Newark teacher the other day, "here's one that is likely to get almost any one confused. It is just a little problem in parsing. You may not have known it, but it is quite possible to get together a correct sentence containing five consecutive 'that's.' Here's an example: 'He said that that that that man referred to was all correct.' Can you figure it out? I admit it takes some pretty lucid thinking to do it. The first 'that' is a conjunction, the second an adjective, the third a noun, the fourth a conjunction and the fifth an adjective. It is a puzzler for a moment, though, isn't it?"

Tommy (aged 6)—Teacher, may I study 'rithmetic?

Teacher—No, you are too young.

Tommy—But I want to, teacher.

Teacher—Why are you so anxious to study arithmetic, Tommy?

Tommy—So I can learn how to keep a baseball score.

Teacher—What is the meaning of the word "procrastinate?"

Pupil—to put off.

Teacher—Right. Illustrate it in a sentence.

Pupil—I tried to steal a ride on a street car yesterday, but I was procrastinated.



What Educators Are Saying:

END OF THE YEAR PROMOTIONS.

Formerly, it was customary to have examinations of all the classes at the end of each term. There was much "pomp and circumstance" about these performances. There were committees, and visitors, and parents. Sunday clothes and much greenery and other appointments added to the impressiveness of the occasion. The examinations were oral, and occupied each class from half an hour to an hour, corresponding to the time which had been given to the daily recitation. The teacher conducted the exercises, using his discretion and frequently not a little skill in adapting his questions to the capacity of the pupil, making more or less show of security, and setting forth the exhibition to as good advantage as possible.

The committee looked wise, occasionally putting a "poser" to the student, and perhaps starting a discussion which the pupils enjoyed, especially if it was somewhat protracted! The final report came out, characterizing each class by some symbolic expression, intended to represent comparative approximation to perfection, or otherwise.

Doubtless, all this had some slight value in it. There was a certain interest and excitement created. Sometimes it furnished a motive in the way of preparation, and possibly there was some increment of intelligence through the effort made. But as far as furnishing a test of scholarship, or familiarity with the subject is concerned, it was almost farcical.

It is very nearly certain that in none of our schools has the perfect ideal in respect to tests for promotions been actualized; but in our best schools certain methods are pursued which, unquestionably, give most desirable results. Of these, one of the best is that of brief occasional reviews, with a written recitation once in, say three or four weeks. This enables the pupil to gather up in a compact form and in their logical relations the topics and discussions gone over in the daily recitations. This, when fairly tried, has been found of great profit. Then, after the general review and at the close of the period devoted to a particular study, let there be the same opportunity to put together in the mind the elements of the whole subject so that the pupil will be able to present it as "in a nutshell," and not only to present it but to retain it for future use. This would imply a written examination, furnishing an opportunity for deliberate consideration and statement.

Among the many advantages of the extended written examination, there is the general recognized one of a training in expression—the act of composition. This, though recognized, is not commonly estimated according to its full value. It is worth more than almost any amount of rhetorical exercises on subjects assigned by teachers or selected by the pupil. It is true that the ordinary written recitation gives something of this; but in this case there is more likely to be reliance on a verbal memory of the matter in the text-book, while in the more general examination there is the indication more or less of the thought of the pupil in connection with the subject. It is true that in such writing the anxiety to accomplish much in a short time is likely to prevent care as to style and neatness of expression; but there are other highly desirable qualities that are developed in this way that would not be under any other.

One point more is important, and that is the influence that such an examination should have in determining the status of the pupil. Let me say frankly that I do not regard any examination, per se, as properly a final test. At the best, there are casual circumstances which enter largely into the case and are apt to have much to do in determining the outcome. The physical condition of the examinee, any temporary or accidental state of mind, the character of the topics proposed, which may be at one time not only widely different from what they are at others, but much less sensible and less calculated to bring out the student's familiarity with the general subject, and many other conditions may affect the result.

It is probable that the ultimate test of acquaintance with the subject should be a combination of the results of the daily record and the final examination. Some moderate fraction of the latter—from one-fifth to one-third, varying perhaps according to circumstance—to four-fifths to two-thirds of the former.

One objection to the final examination with the understanding of its coming on the part of the student, is that an indolent and careless student may take the opportunity to make up for past delinquencies by a hasty but intense effort. This, of course, is always imminent; but we can not wholly rid ourselves, by any system, of similar liabilities. Still, on the plan of the combined test, the disadvantages here involved are reduced to a minimum.

—By G. M. S., LL. D.

ARCHBISHOP QUIGLEY ON EDUCATION.

In his address at the dedication of Loyola Academy, the first completed building of the new Jesuit University of Chicago, Archbishop Quigley presents a clear statement of the contentions of the Church regarding the present day educational work and of the position Catholics defend.

In prefacing his address Archbishop Quigley declared the Catholic Church had been in constant warfare with false doctrines since its inception. "And this fight has not ceased up to today," he said. "It has only changed in character. The church stands for the same thing—the truth—but her enemies have deserted their former positions. We are battling against a new learning now. Present day universities, outside the church, are teaching a learning denying the existence of God, the existence of any moral law, or any immortality of the soul, and of resurrection after death. This doctrine is gradually permeating down to the masses. It is weakening civilization and unless checked civilization will go and we shall become pagans again. If the world is to be saved it must be by the parochial schools and higher schools where learning and religion will be taught together and the truths of the Catholic Church be given to the young. Governments have separated themselves from religion, but no man has the right to make laws to bind me and you unless he has authority from God. If he does they can never be enforced except by the police and the army. There is more respect in this country for the laws than in Europe, because the people here have a Christian conscience that respects the lawmakers as representatives of God."

MORAL ATMOSPHERE.

The more one considers the matter the more he becomes convinced that mere conventional devices, such as good notes, honorable mentions and awards, constitute neither sound discipline nor efficient teaching. Both the one and the other are dependent on the right moral atmosphere of the classroom,—that is, on the psychological relations existing between teacher and pupils. Ability to control or ability to teach is not, as is sometimes claimed, the effect of a species of hypnotic influence; but it is the outcome of the attitude the teacher assumes toward his class and of the attitude which, by way of reaction, the class as a whole and as individuals hold toward the teacher.

The right moral atmosphere is, then, essential to the achievement of the best results in the classroom. Its absence makes class duties a torture for both teacher and pupils. No sympathy can exist between instructor and instructed where the right moral atmosphere does not exist; and without sympathy, the attainment of the highest and most beneficial results of teaching is simply an impossibility.

The securing of the right moral atmosphere depends altogether on the teacher. It is sometimes claimed that the members of a particular class are unusually stubborn and unmanly, that they will remain such no matter what teacher is placed over them, and that, do what he will, no man will be found able to inaugurate sympathetic relations with them. Such a class, it is true, may present unusual

difficulties to ordinary teachers; but it is quite possible, as experience has repeatedly proven, for the right moral atmosphere to be successfully and permanently established by any teacher who goes about it in the right way. The very best ordered boys, on the other hand, may, in a comparatively short time, be converted into rebellious and mean-spirited idlers by the presence of an instructor who has not acquired the power of enlisting the sympathy and winning the respect and esteem of his pupils.

Perhaps the thing most fatal to the establishment and preservation of right moral atmosphere in the classroom is gloominess or preoccupation on the part of the teacher. Taciturnity or listlessness in the teacher either produces like results in the children or else stimulates them to undue activity, resulting in giddiness, loss of time, waste of energy, and general lack of concentration and attention. Then, in nine cases out of ten, the teacher, wondering within himself why the pupils are dissipated, has recourse to punishment, thereby inciting ill-will and resentment. If there be need of punishment in such cases, the teacher rather than the pupil should be the recipient thereof, for at his door may the responsibility for the restlessness and inattention be laid.

It is, no doubt, a matter of some difficulty ever and always to avoid manifesting one's occasional feeling of depression; but, no matter what may chance, the teacher should make a strenuous effort to appear bright and cheerful. A dry goods clerk has, presumably, an attack of melancholia as often as any one else; yet he is to all appearances bright and cheerful day in and day out, all smiles and alertness, pulling down bundles of cloth and unfolding and refolding them as though the process were inexpressibly delightful, and receiving all manner of complaints and annoyances with imperturbable serenity. And yet he does it all for a few dollars a week! Surely, it ought not to be such an extremely difficult matter for a teacher to throw his depression or preoccupation aside, when he realizes the sublime end he has in view and the exalted motives through which he labors.

—“Leslie Stanton.”

SCHOOL STUDY OF CURRENT EVENTS.

Reading, writing, arithmetic, grammar, history, etc., each in its way, contribute to the intelligence and sound morals which are essential to republican citizenship. The study of the current affairs of the world in the proper grades helps more directly in both these directions than almost any other subject. From the standpoint of utility it is strange that more attention is not paid to it. There is nothing going on in the world that does not have its moral, or, rather, its ethical, side. The man or woman, the boy or girl, who is intelligently following the world's important affairs is constantly applying moral standards, studying lessons in right living. Not in the petty, sensational or criminal affairs which the press so injuriously spews upon the world every morning, but in the matters of moment which every thoughtful man and woman is, or should be, interested in.

To be sure, history appeals in the same direction, but it lacks the vital quality of being a part of the present. It does not come home to us as do the affairs of yesterday, of last week. Indeed, present day history is the key, the illuminator of all book history. This is a principle that most teachers of history hold to in theory, but which they sadly overlook in practice. Text book lessons crowd, and teachers and superintendents are so prone to view the history of the present as an outside matter which does not concern the school, and as lacking in the dignity and high literary dress of history, that the courses of study are still very rare in which current affairs have a regular and sufficient place.

—“New York.”

SINGING IN PAROCHIAL SCHOOLS.

Singing as an educational factor in our elementary schools has been underestimated. Its influence on the development of the mind, in building up of character and the heart, has long been acknowledged. In order, however, to obtain the desired results, singing must have a definite position in the curriculum of our elementary schools, and it must be taught systematically in all the grades, at first by rote and later by note. To teach pupils to sing by note is a real necessity, so that the treasures they gain while in school will not be lost in later life. The eye assists the mind in acquiring, in re-

taining and also in reproducing what has been learned. The facility to sing by note gives everyone, regardless of any instrument but the human voice, the opportunity of acquiring new treasures out of new songs.

Someone might say that most teachers are unable to teach music. I believe that on every staff of teachers there is one qualified to teach music. Let him or her take up the singing in the different grades.

We occasionally hear the statement that boys cannot sing. The trouble, I believe, lies with the teacher of singing. If you allow boys to sing with full chest voice, they will never be able to sing well. In training the boy's voice we must develop the upper or head register. This is done by persistently insisting on soft singing and by practicing on relatively high tones, so that the pupil will be unable to use the lower or chest register. By constant drill in this manner the upper register will be developed and the volume and the good quality of the boy's voice will manifest themselves.

Others will say that sight singing is too difficult. I admit it is not an easy task, but in youth is the time to acquire it. A child learn to strike the different intervals easier than grown people do.

Regarding the time allotted to singing on the school program, I believe that at least two hours in a week should be given, which may be divided into four periods of one-half hour each.

Let me add that if we teach singing systematically in our parochial schools we will have plenty of material to draw from in building up our church choirs.

Joseph J. Dreher (Dubuque, Iowa).

THE SCHOOL PROGRAM.

An investigation of the school curriculum and its effect upon the child's physical condition has led to a number of interesting, if not thoroughly conclusive, results. The longest period which a child of five to seven years should be expected to have for a given exercise should not exceed fifteen minutes. For a child of seven to ten years it should not exceed twenty minutes; for a child from ten to twelve, not over twenty-five; and from twelve to sixteen, not more than thirty. These figures have been approved both by experiment and experience. They are maxima for all confining exercises. With regard to the exercises which are the most fatiguing, arithmetic and language, as may be generally supposed, have proved most so. But rather to the surprise of most teachers, careful experiments have ranked physical culture exercises with these subjects. In justice to physical culture, it should, however, be remembered that this is the case where it is continued for the same length of time as the other exercises, which rarely happens in this country. Still, the experiments show that gymnastics is not as restful as has been thought.

—“Teacher.”

FROM THE ATLANTIC TO THE PACIFIC, FROM PANAMA TO ALASKA. (So Say They All.)

The following excerpts from letters are typical of the many The Journal is constantly receiving:

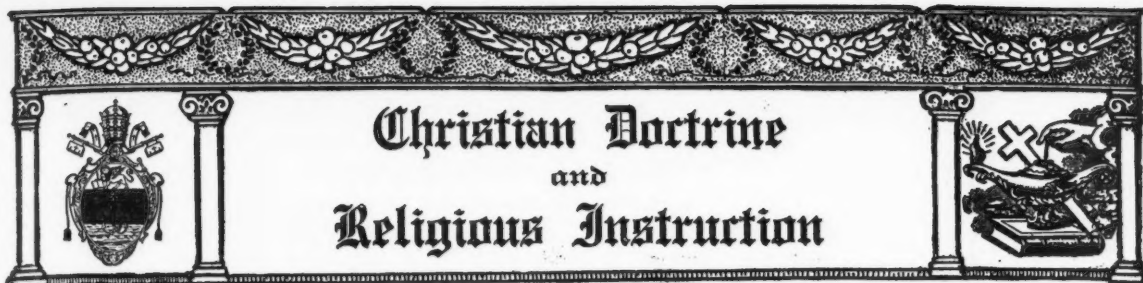
From Maryland: “We have been taking The Catholic School Journal for several years, but have not heretofore expressed our appreciation of your splendid work. Permit us to say that we know of no other school periodical as practical and up-to-date as The Catholic School Journal. The suggestions contained therein are most helpful. It should be the ‘vade mecum’ of every true teacher.”—Ursuline Sisters, Cumberland, Md.

From California: “All our teachers are delighted with The Catholic School Journal.”—Sisters of Holy Names, Oakland, Calif.

From Panama: “We look forward to the arrival of The Journal with great interest.”—Brothers, La Salle College, Panama.

From Alaska: “We greatly appreciate The Catholic School Journal and would not want to be without it.”—Sisters of St. Ann, Holy Cross Mission, Yukon River, Alaska.

From Far Away Syria: “I receive The Catholic School Journal with great delight. I find it very interesting and useful. It is a great pleasure to me when it comes at the end of the month, and I watch for it anxiously.”—Brother Felix, Capuchin Missionary, Antioch, Syria.



Christian Doctrine and Religious Instruction

MAY DAYS IN THE SCHOOL.

Like the pretty flowers of May, the little school children look their nicest and prettiest during the May days. Their bright, smiling faces, rosy cheeks and snowy hands are in keeping with the sunshine and flowers that crown the month of May. Each class has its little oratory of Mary, "Queen of May," and the little ones love to decorate it with lights and flowers in her honor. Hymns and prayers are said daily, and the gracious Queen of Heaven looks down on these dear children, and with St. Joseph prays God's choicest blessings for them.

Childhood is the springtime of life; how, then, should it be guarded and cared for that it bring forth a golden harvest. As the husbandman opens up the soil and sows the seed, and weeds and prunes it after it appears above the ground, so the religious teacher looks to the little ones around her, and instills into their young, fresh minds lessons of knowledge and piety, and as they grow carefully watches over them and removes any word or act that would be a blight on mind or heart, or render their soul displeasing to God. Our schools are in this respect all that could be desired, and happy are the little ones receiving this nice care and attention. Many little ones have come for the first time with the advent of the month of flowers, and, like the May blossoms, give a freshness and fragrance to the bright days of the school. —Teacher.

A FIRST COMMUNION CAUTION.

This is the season when First Communion classes are being prepared. In this connection, it is well to revert to the remarks of Archbishop Bruchesi of Montreal, condemning as scandalous the vanity indulged in by some parents in equipping their children for the solemn ceremony. The abuse complained of is more or less prevalent in parts of the United States, and the remarks of the Archbishop should serve as a caution to all. As teachers can do much to remedy matters, we present herewith the remarks of His Grace:

"The young communicant should be clothed in a simple manner. In certain parishes where I had occasion to administer confirmation children were presented to me to whom I was tempted to refuse the sacrament because they were not suitably attired. This is the season when certain styles are coming in, such, for example, as sleeveless dresses. These dresses are not seemly.

"The child who is going to first communion should not be subjected to follow what is called style.

"There are also first communion presents. This has become a custom from which one cannot escape. Previous to first communion several days are employed in going through the stores, shops and jewelry establishments in quest of presents. The tastes and desires of the child are consulted as well, and the presents flow in to the young community; everybody trying to give the best—presents of \$5, \$6, \$20; watches, bracelets or collars of precious stones. They could not do better for a bride.

"Then, as in the case of the bride, the presents are displayed; they adorn the piano and the parlor table. Visitors examine and compare them, reading on each of them the address of the donor. The parents are rejoiced. The mother counts up the presents, calculates the price of them, and says: 'My daughter has received thirty presents,' or, 'My daughter has received \$150 worth of presents.' This is a scandal.

"I myself received a first communion present," continued His Grace. "It was a crucifix, which I still keep and which is very dear to me. It cost 40 cents.

"A present which is suitable for a child who is going to first communion is a prayer book, or a pious image, not a jewel, and I would like my words to be heard by all the diocese and have an end put to this tyrannical and deplorable custom."

THE VESTMENTS USED AT MASS.

The names of the vestments the priest wears at Mass and their signification are as follows:

The amice is a piece of white linen which the priest puts on over his head and shoulders. It represents the veil with which the Jews covered the face of Jesus when they struck Him.

The alb is a long white linen garment which reaches to the feet of the priest. It represents the white robe that Herod in mockery put upon our Lord.

The cincture, or girdle, is the cord tied around the waist to hold up the alb. It represents the cords with which Christ was bound.

The maniple, worn on the left arm, represents the veil of Veronica with which Jesus wiped His face.

The stole is a narrow band which hangs down from the neck and is crossed on the priest's breast. It represents the cords with which our Lord was bound after His condemnation. It is also the distinct sign of the priestly office and is used in many other ceremonies and blessings.

The chasuble, or outer vestment, covers the body of the celebrant and represents the garment with which Christ was clothed in Pilate's court. The large cross upon the chasuble reminds us of the cross placed upon Christ's shoulders.

TO EXCITE DESIRE FOR RELIGIOUS TRUTHS.

In order to excite in his scholars an earnest desire to be instructed in the truths of religion the teacher must give them exalted ideas of the grandeur, the sublimity of the moral law; the admirable economy of the dogmas and the great and inestimable utility of the Sacraments; the heroism and true nobility of the Saints, and the wonderful influence which they have wielded in their respective spheres of action. (I may here note that all of this is to be accomplished by and through the concentric plan spoken of in the last topic.)

The teacher must show his children that above all things it is necessary for them to pray and beg of God the gift of a true conception of spiritual things and a relish for them. He must teach them that the knowledge of religious truth and a love for it are promised only to the humble and pure of heart; while those who are proud and carnal can neither receive nor relish what so strongly contradicts their evil passions. Of course this must be done, i. e., taught, to the children adroitly and with infinite circumspection. I would refer here to pp. 266-270 in Spirago for admirable counsels in this matter, and also to several chapters in the "Elements of Pedagogy of Our Institute."

The teacher must make use of all the measures at hand to arouse the attention and the intellectual activity of the children. If he speaks to them on abstruse subjects in an abstract way he will have a distracted, inattentive class. He will have his labor for his pains, and would be like the man pouring water into a sieve. He was surprised that so little of it would stick or remain in the sieve.

The most important duty of the teacher is to develop and cultivate within his pupils a firm, energetic will to practice the moral precepts taught in the lessons of catechism; especially is this to be done as the child is budding out into adolescence, for "as the twig is bent the tree is inclined," and in this instance "an ounce of doing is worth a ton of knowing."

If this be accomplished by and through the instrumentality of religious instruction then all is gained, whereas failure in this all-important matter is total failure to accomplish the purpose of all instruction in religious truths, and spells ruin and moral death to the helpless unfortunate who fails to be so influenced in his early years. This is true, and it is borne out by so many sad instances that no additional arguments are needed, at this moment, but rather requires an earnest search into the cause or causes of such regrettable results.—Brother Baldwin (New York).

ANECDOTES FOR THE SCHOOL ROOM.

(From Catechetical Anecdotes [Spirago-Baxter] Benziger)

What We Owe Our Parents.

Our parents are our greatest benefactors. The Prince Bishop Gruber of Salzburg was very fond of children, and took great interest in their training. One day, when he was examining a class of children in religion in the Tyrol, he spoke to them about the duty they owed to their parents. In order to make them understand in some measure the gratitude due to those who had brought them up, he asked one of the girls this question: "Do you know how much money you have already cost your parents?" The girl, though she was sharp at reckoning, was at a loss for an answer. Then the bishop said: "Let us count it up together. We will suppose that the cost of your food amounts to 10 cents a day." The child interposed, "More than that." "Never mind," the bishop went on, "let us say 10 cents a day. That would be \$3 a month, and \$36 a year. How old are you? Ten years. Well, then, your parents have had to spend \$360 for your keep. To that we must add the outlay for clothes, washing, medicine, schooling, etc., nor must we omit to mention your parents' daily care and labor in providing for you, in bringing you up well and training you. All that money will not pay for. Children ought to endeavor to discharge this debt by obedience and dutiful behavior." This representation by the bishop of their indebtedness to their parents had a salutary influence on the children. It had never occurred to them to think of the benefits their parents had conferred on them and the gratitude they owed them. After this instruction if any child was untractable, it was enough for her mother to say: "How much have you cost me? Is this your manner of repayment?"

Health Better Than Wealth.

Health is more precious than money. A youth who was quite destitute of this world's goods happened to meet his former schoolmaster. The latter greeted him kindly, and asked how he was getting on. "Not at all well," the young man replied; "I am terribly poor." His teacher shook his head, saying: "You are not really very poor; you are strong and well." Taking him by the hand, he added: "Would you part with this hand for five hundred dollars?" "I would not part with it for any money," was the answer. The schoolmaster then asked whether he would, perhaps, part with his two sound and sturdy feet for a like sum, and again the youth replied with an emphatic negative. The schoolmaster continued: "Perchance you would part with your good eyes, or your ears, if all the king's treasures were offered you?" "On no account would I do so," the youth answered. "Then," his teacher rejoined, "do not complain of being poor, since you possess treasures which no money can purchase." True indeed are the words of Holy Scripture, "Health is better than immense revenues." (Ecclus. xxx. 15.)

The Proper Reward of Virtue.

We should find it easier to remain calm if we thought of the recompense promised to the meek. A gentleman's servant could not abstain from outbursts of anger despite all the admonitions and corrections he received from his master. Finally the latter promised to give him a gulden every evening, if he should have kept his temper completely during the day. This time the man kept himself well in hand, although his fellow-servants tried hard to irritate him. Not a single angry word escaped his lips. When evening came he presented himself before his master in all the pride of victory, and asked for the promised gulden. His master gave it to him and said: "So you were able to conquer yourself for the sake of a miserable piece of money; how much better to think of the infinitely greater, the eternal reward which God will give hereafter to those who gain the victory over themselves." This serious advice was not without effect. From that time forth the servant learned completely to master his temper.

True Friendships.

How lovely are true friendships,—the friendship of persons who are attracted to one another by similarity of noble sentiments. A beautiful instance of true friendship is handed down to us from ancient times. Damon and Pythias were firm friends. One of them was sentenced to death by Dionysius, the tyrant. He asked and obtained permission to set his house in order before the execution of the sentence. During his absence, his friend remained in custody as a hostage, ready to suffer death in his stead should he not reappear at the appointed time. The day fixed for the execution drew near,—nay, the time was almost up, and the condemned had not returned to release

his friend. Yet the latter never wavered in his conviction that he would ere long appear. So he did; and Dionysius so much admired the faithful friendship of these two men, that he revoked the sentence of death. One real friendship suffices for a lifetime, and between such friends explanations are never necessary.

Honesty Is the Best Policy.

The following incident affords proof of the saying that honesty is the best policy. A kind-hearted man saw a little girl in the street, crying bitterly. He went up to her and asked her what was the matter. She told him her parents had sent her out to buy bread, and she had lost the ten cents they had given her. "That is a bad job," the man replied. "Why were you not more careful?" The girl answered: "I know I have been very careless, and I am quite willing to bear the punishment. I am only sorry for my parents' sake, who have to work hard for their bread." The man was so pleased at the good feeling the girl displayed that he gave her ten cents, and went on his way. In a few minutes she came running after him, and gave him back the money with thanks, saying she had found her own ten cents. The man would not take it, but gave her half a dollar besides. The child demurred to accepting what seemed to her so large a sum. She said she had only done what she ought. "For that very reason, that you have one what is right," answered the old man, with a smile, "you deserve to be rewarded." If man recompenses honesty, how much the more will God do so. If, as the Scriptures say, the privations of this life bear no proportion to the glory to come, it is equally true that dishonest gains will bear no comparison with the punishments to follow.

INSPIRATION FOR THE TEACHER.

Life is a lesson set each one by the Eternal Father, and most worthy of praise and gratitude are they who help us to learn it best—who make us understand and feel that duty is happiness, that wisdom is power, that virtue is its own reward, that the supreme law and good of men is God's will; who do what they say; who, because they have great aims and are capable of great sacrifices, vivify and invigorate the institutions whose ordering is entrusted to them.

If the school is to be full of life and joy, the teacher must have life and joy in himself. If his pupils are to make progress, he must not cease to improve in knowledge and sympathy. If they are to thirst for learning, he must continue to learn. If they are to be made capable of feeling the thrill of awe, are to learn reverence, obedience, gentleness, and purity, these virtues must inspire the words and deeds of those whose superior wisdom and insight have secured for them the title and office of educators. Not politics, not finance, not machinery, not commerce, but education in the large and deep sense of the word, is the first and highest concern of a free people; and the truest patriots are not party leaders, nor captains of industry, nor inventors, but teachers,—the men and women who live and labor to make themselves and all who are brought under their influence wiser, holier, and happier. This is the noblest work. This is honor, worth, and blessedness.

—Bishop Spalding.

The Holy Father has granted a plenary indulgence at the moment of death to all who once during life, on some day after Holy Communion, recite the following act of resignation. The translation is approved by episcopal authority, and has been printed as a leaflet for general distribution:

O Lord, my God! whatever manner of death is pleasing to Thee, with all its anguish, pains and sorrows, I now accept from Thy hand with a resigned and willing spirit.

The conditions for gaining a plenary indulgence are seldom so simple and easy as in the case of this act of resignation; but, of course, it must be made with heartfelt devotion.

We do not realize this, that whilst men study much and know but comparatively little, the saints content themselves with the crucifix, and attain to the most sublime perfection; not that they, especially those among them whose duty or office it was to instruct others or to defend the faith, neglected or despised the acquisition of human knowledge, but they have the preference to divine knowledge, and esteemed, with St. Paul, the knowledge of the cross and of Him crucified on it above all mere human science and knowledge. We should pray that the last object our dying eyes shall behold may be the blessed crucifix.

Nature Study

THE GOLDFINCH

By Prof. Fred L. Charles, University of Illinois

Early in May, when the fresh green lawns are dotted with the gold of the dandelion, we are often startled to detect movement on the part of some of these bright spots. At last a flutter of wings assures us that the goldfinch is with us again, clad in his summer dress. Or it may be that our first glimpse is of a tree-top bursting suddenly into yellow bloom, as a flock of these light-hearted creatures alight among the topmost branches.

In reality, the bird has been with us thruout the winter, but the dull plumage of the winter season renders him less conspicuous and the casual observer in winter knows him neither by sight nor by sound. The male, in summer, is brilliant yellow, relieved by black cap, wings and tail. The female is much duller, the yel-



Goldfinch Nest in Thornapple Tree. The Cowbird Found it Before We Did

low giving place to grayish brown and the black to dusky. During the winter, when the male loses his gold, these birds are to be found in small flocks in the woods or fields, but they are not commonly noticed until May.

The name "wild canary" is often applied to the goldfinch with seeming propriety. "Summer yellow bird" is another appellation, but this is responsible for confusion with the summer yellow warbler, a very different bird. The habit of feeding upon the plant lice and drinking the dew from crisp young lettuce leaves in the garden, is responsible for another name, "salad-bird," and it is said that the lettuce leaf is itself an acceptable morsel. Still another synonym, "thistle-bird," is derived from two traits: First, fondness for the seed of thistles and other composites, as food; and, second, the habit of lining the nest with thistle-down.

While other "early birds" are building their nests and rearing their young, the goldfinch whiles the springtime away in careless life, delaying household duties until July. The nest is of grass, moss and fragments of bark, lined with down, and may be found in bush or tree, or occasionally in a sturdy thistle plant. The eggs are pale blueish-white, three to six in number. The goldfinch is a frequent victim of the cowbird, which deposits its eggs in the nest of other birds. A cowbird's egg is shown in the accompanying picture of the goldfinch's nest. The "lazybird" as the boys often nickname this species of blackbird, usually selects for its depository the nest of a species which lays a smaller egg than its

own. When two or three cowbird eggs are laid in one nest, the life of the foster parent is a hard one, and the rightful occupants of the nest often perish from starvation.

There are few who do not recognize the male goldfinch by its attractive summer plumage, but the flight and song, altho equally characteristic, are not so commonly appreciated. The flight is undulating, the bird bounding thru the air and singing as it flies its cheery Per-chic'-o-ree. With a little attention the call of the goldfinch may be recognized as readily as that of the crow, and the bounding flight—woodpecker fashion, "in long undulations, a loop and a catch, a loop and a catch, with wings widely extended, then quickly closed"—will furnish all the corroboration necessary.

Sunflower seeds are a favorite item in the dietary and the gaunt stalks in late autumn are commonly visited for the rich store of food they bear. It is not so commonly known that an important winter food of this bird is the eggs of the destructive plant lice. Of these eggs, 2210 were found in the stomach of one bird.

The goldfinch is neither more nor less than a black and yellow sparrow. Most of the sparrow tribe are brown and streaked, rendering them inconspicuous in the grass, but some of the allies, as the Chewink, Cardinal, Grosbeak, Indigo-bunting and Goldfinch, are of brighter hue. All of the tribe are seed-eaters and admirably fitted for their profession, as evidenced by the conical bill fitted for crunching seeds and the powerful, muscular organ, the gizzard, which completes the grinding process. (Not all birds have "gizzards." In fish-eating species, for example, the organ is merely a thin walled sack.) The tongue of the goldfinch serves as a scoop



Nest of Summer Yellow Warbler, Often Mistaken for Goldfinch, or "Yellow-bird."

for seeds, the sides curling inward. The sparrows and their relatives, the finches, buntings and grosbeaks, constitute the largest family of birds, technically known as the Fringillidae. These hard-billed birds, easily domesticated because of their food habits, are well known to bird fanciers, and many foreign species are to be found in the bird stores of this country. Several members of this tribe spend the winter in the north,

(Continued on page 55)



STORIES FOR REPRODUCTION IN PRIMARY GRADES

Hope M. Mowbray, Winona, Minn.

THE BUSY WOODPECKER

"Tap-tap-tap! Tap-tap-tap!" Mrs. Woodpecker is getting her breakfast. She is high on the branch of the tree. "Tap-tap-tap!" She had her breakfast here yesterday. Do you see those little holes in the bark? Mrs. Woodpecker's bill is long and strong. Her tail-feathers are short and stiff. Her toes are strong. She braces herself firmly and pecks, pecks away. Good-bye, Mrs. Woodpecker! We hope you will have a good breakfast.

Where does Mrs. Woodpecker get her breakfast?
What does she eat?
How does she make her nest?
How many kinds of woodpeckers do you know?
Ask your teacher to tell you how the red-headed woodpecker got her red cap.

THE HUNGRY CROW

"Caw! Caw!" said the crow. "I saw the farmer planting corn this morning. He dropped the yellow kernels into the furrows and covered them with earth. I want some of that corn, but I'm afraid to go into the field. There is a queer man there; he has a long stick in his hand. I think he stays there all day to frighten away the crows and blackbirds. Caw! Caw! I am hungry! I wish he would go away! Caw! Caw!"

What is the farmer doing now?
Why does he want to frighten the crows and blackbirds from his field?
How does he do it?
Can you make a picture of a "scare-crow?"

HELPING THE BIRDS

"I want to help the birds," said Mabel. "They are working all day long to make their nests. I cannot make a nest, but I can give the birds strings and hay to weave into one. I will give them this pretty red string. Perhaps I shall see it in a nest this summer. Then I shall know which family of birds I helped."

What are the birds doing?
How did Mabel help them?
Can you help them in other ways?
Which birds like to live in houses?

AN APRIL DAY

"I don't like the rain!" said Ned. "A boy can't have any fun when it rains. It's no use planning to go hunting flowers, because the rain is sure to come to spoil it all. I wish it wouldn't ever rain again!" "I can take you to a place where it never rains," said a tiny voice. Ned turned in surprise to see a queer little dust-brown elf. "O please tell me about it," he said. "I will gladly tell you," replied the elf. "When I heard you say you didn't like the rain I thought you might like to hear about the land where it never rains. There are no trees nor birds nor flowers, nothing but sand. If you lived in the desert you could never go to hunt for flowers." "O dear!" cried Ned, "I would rather not live there. I want to live where it rains sometimes." "Of course you do," said his mother's voice. Ned opened his eyes in astonishment to see his mother smiling down on him. The sun was shining brightly and there was no dust-brown elf to be seen. Ned had been asleep and the elf was only a dream fairy. "O mother," he said, "I am glad I dreamed about that little elf."

What kind of weather does April bring us?
Why do the plants and flowers need rain?
Why would we find no pretty song-birds in a land where there were no trees?
What does the rain bring to us in April?

THE TINY TRAVELERS

"I saw some tiny birds this morning," said Eunice. "Our evergreen trees were filled with them. They were almost as small as humming-birds. Some of them were singing; they had little red feather crowns." "Those were kinglets," said Robert. "They live down south in the winter. In the summer they come north to stay. The birds you saw had stopped to rest. You will see them next spring if you watch."

What kind of birds did Eunice see?
Why were they in the evergreen trees?
How long do the kinglets stay with us?
Do you know how many kinds of kinglets there are?
When does the kinglet's "crown" show?

THE SURPRISE

Last fall an ugly caterpillar made his home in my garden. Every day I saw him crawling about, wearing his thick fur coat. He always wore the same warm, brown coat, striped with black. One day I missed him. I did not see him again. When the leaves had fallen from the trees I found a cocoon which my caterpillar had spun and fastened upon a twig. I broke off the twig and kept it all winter in a sunny window. Yesterday we had a beautiful surprise, the caterpillar and I. He crawled out of the cocoon looking queer and thin. He no longer wore the fur coat. After he had been in the sun a little while he began to move about. Then came the surprise. The folded wings at his sides quivered and spread, and he soon found he could fly thru the air. When he had tried his wings, I opened the window and he flew out into the garden, a beautiful butterfly.

When did the caterpillar go to sleep?
Where did he sleep all winter?
What called him to awake?
Name the differences between a caterpillar and a butterfly.
Name something else which is homely at first, but later becomes beautiful.

PRIMARY ENGLISH

Superintendent M. G. Clark, Streator, Ill.

THIRD YEAR WORK

The Child's Organizations

The teacher who carefully follows the organizations of the child's language from year to year is likely to be somewhat discouraged with the work of the third grade child. It is a generally accepted idea that the third year is the year of **changed attitude**. It is rather the year of **changing attitude** and the real change in power of language organizations does not appear at its face value much before the fourth year. It will be remembered that the second year revealed a distinct growth, both in language structure and in thought development, over the corresponding work of the first year. The fourth year work bears exactly the same relation to the work of the third year. The third year therefore seems to complement the work begun in the second year and to form the matrix from which the fourth year organizations are developed. Thus the second year and the third year taken together complete the second step in language organizations.

If this deduction is true it would seem to suggest to us three things:

1. A scheme of grading which is based upon the time element alone is likely to lead us into many errors and at best is but a mechanical convenience. The child's language work must be gauged by his ability to organize thought and not by the grade in which the accident of school has placed him.
2. Those courses of study which, like the Illinois

State course would work together the third and fourth year of English, show but little knowledge of the real needs of the child and when made effective in the schools must be positively harmful to the development of either the one or the other class.

3. In a well graded school there is no clear line of demarcation between the work of the second and third year, but every effort tends to unify the thought and methods of the two years to the end that a thorough foundation shall be laid for the larger organizations of the fourth year work. So far, then, as we are to look for organizations in the third year, it must be along the lines of a continuation or deepening of the organizations of the second year. Among them are the following:

- (a) The sentence structure is well worked out; modifiers, adjective, adverb, and simple phrase are freely and correctly used; the pronoun takes its place in the sentence structure naturally.
- (b) The conjunction and general forms of language condensation are fairly well mastered.
- (c) The logical organization, continuity of thought is well developed. This should probably mark the line of greatest educational effort for the year's work.

Mechanics

The mechanics of the third year emphasize the work of the second grade and provide the tools necessary for the third year organizations. Among them will be found the ordinary uses of the capital letter and of commas; the common plural and possessive forms; the growing need of singular and plural verb forms; a great deal of ear training in the use of such expressions as:

I have seen. I saw.
I have gone. I went.
I have been. I was.
is not, isn't, do not, don't
are not, ar'n't, does not, doesn't.
am not, ain't (improper).
teach, learn.
sit, set, etc.

We must remember that the use of these expressions are the result of habit and not of knowledge. One correction is not sufficient. It must become the habit of the school to watch for these incorrect expressions and to correct them in oral speech. In no other way will the correct habits be formed. Many pupils have a better written English than spoken English. It is necessary, therefore, in these grades to give much attention to this part of the work. Another important point is the establishing of a correct ear standard of language. In these grades the grammar of the subject cannot be developed but in its place we can develop a much more valuable ear standard by which the pupil will recognize an inaccuracy because "It does not sound right." There can be no better standard established at this age than the standard of a correct ear.

Technique

While the above paragraph indicates something of the technique, we will probably find it necessary to develop during the third year, let it be again understood that technique should never be forced upon the child. It will develop naturally if the teacher is alert for opportunities. Every written lesson is an open door to the technique the child needs. It is the work of the teacher to bring the child to a realization of his needs.

1. That his story is not well told and, perhaps, not truly told if it is lacking in correct and necessary punctuation, capitals and written form. Let some other child attempt to read his paper and it will soon appear that the story is not intelligible to the reader. It needs something more to complete it. Here is the teacher's opportunity to begin the study of the omitted technique.
2. That "content" and "technique" are two different

stages of the child's work. The "content" of its very nature must absorb the child's whole attention if it is to be an expression of his best thought. Then comes the second process, the working over, the rewriting and the employment of so much of the mechanics of technique as will make his "content" intelligible to others. The child naturally wishes to stop at the completion of this first stage. He must be brought to a realization of the necessities of the second stage and to a desire to make his work attractive and his writing legible in order that his content may appear to the best advantage to his reader. It is the test of the strong teacher to see that the work of this second stage is well done by the pupil himself and not thru the "corrections" of the teacher. The child should be held responsible for the technique which he understands. To the extent that this is not done, the English work of any grade becomes slouchy and careless.

Subject Matter

The third year is rich in subject material for English work. Every phase of school work should contribute to the subject matter. The geography excursions to various points of interest, the problems in primitive history, the literature, the activities of the community all present live subjects for the child's interested expression. If handled from the standpoint of his interests rather than from the standpoint of formal reproductions, the English work of the grade should be rich and of much organizing value to the child.

SENATOR BEVERIDGE CRITICIZES THE TARIFF

In a recent speech in Indianapolis, Senator Beveridge voiced his criticisms of the Payne Tariff Bill in the following clear-cut sentences: "I wanted on the free list many raw materials that needed no protection. Yet only one was so treated. I could not stand for the duties on these articles, and I cannot stand for them now. I wanted free iron ore, of which we have the greatest deposits on earth, and which the Steel Trust chiefly controls. I could not stand for the duty that was passed, and I cannot stand for it now. I wanted the ancient woolen schedule reduced. It gives to the woolen trust unfair control. It raises the price and reduces the weight of the people's clothing. I stood against this schedule when the bill was passed, and I stand against it now. I could not stand for the duty on lumber when the tariff bill was passed, and I cannot stand for it now. I could not stand for the obsolete and infamous sugar schedule, which no man in Indiana can read and understand, but which the Sugar Trust can read and understand."

THE GOLDFINCH

(Continued from page 53)

feeding upon weed seeds, and thus being of considerable economic importance.

If birds have been observed during the winter and early spring, the class may be already familiar with the appearance, behavior, food habits, disposition, sex differences, etc., of the English sparrow, which often begins building as early as February. To hold definitely to this common bird has many advantages over loose observations on birds which cannot be closely observed. In March the song sparrow renews its song from the bush-top,—Swe-et! sweet sweet singer!—and is easily recognized by its spotted breast with the large central spot. In April the snowbirds (juncoes) scurry about in flocks, attending to last duties before departing. May brings the indigo bunting and the grosbeak. All of these, and many others familiar to us, are of the sparrow tribe, Fringillidae, allies of the goldfinch. All have similar structure, and in each the conical seed-crunching bill is a note-worthy characteristic. A comparative study is in order, therefore, at this time, the class discovering the relationship existing between these species and thus arriving at the general notion of the sparrow family.

Drawing and Construction Work

SPRING NATURE DRAWING

Edmund Ketchum, State Normal, Framingham, Mass.

The fields abound with material for drawing in May. Every day flowers are brought to school by the children. The birds have returned from the south. The trees are once more clothed in their spring suits. Here are opportunities without number for pen, pencil and brush. It is a temptation to put a word in here against the enormous amount of drawing done that is of no particular interest after the lesson is finished; however, there is neither time nor space to say more than a short word. For once let us make the spring drawing of real interest while doing and of such value as to be remembered. Try and plan a definite course of nature work and carry it out.

Here are several suggestions. For young children decide upon certain flowers which are not too difficult for the class. Take all the time necessary for the painting; use paper that is white, cream, pale gray or green, and of uniform size, say six inches by nine, or four and a half by six. After the painting lesson give a short poem, or quotation, about the flower as a part of the language work. For this use paper the same size as the drawing paper. Continue in this way first with the flower and then with the poem. Later all may be bound into a booklet with simple and appropriate cover.

In this same way in a higher grade a booklet on the birds may be written and illustrated. Such a book can be made all the more practical by papers written on the habits of certain birds that are helpers to the farmer.

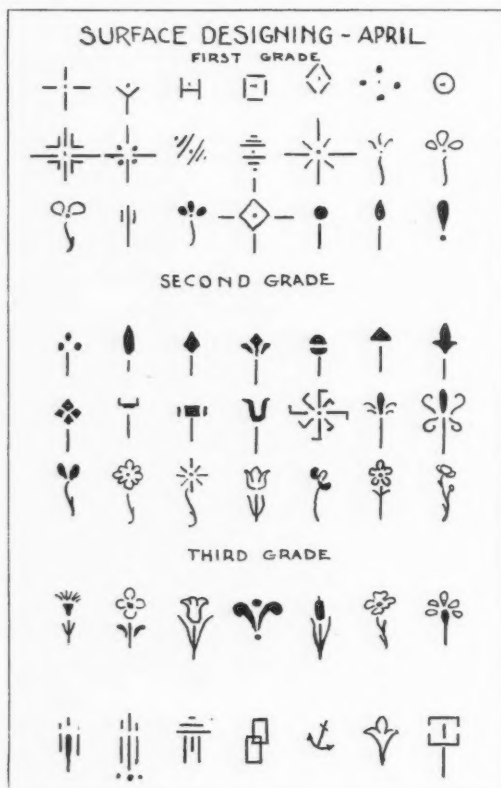


Plate 1.

Some of the state boards of agriculture, as in Massachusetts, issue bulletins on the birds, which are especially helpful to the teacher. The Audubon Society have many helpful leaflets, and one which is always interesting to the boys on the making of bird houses. The excellent articles by Professor Charles in The School Journal offer many opportunities for combining the drawing with another study in the school and help to make both well worth while.

In sending to state boards for leaflets try this plan: Tell your children about the work of the state boards and how they are anxious for the children to help. Then have them take down notes and write the letter asking for the leaflets. Choose the best letter in the class and have the pupil mail it. This is a simple problem in real

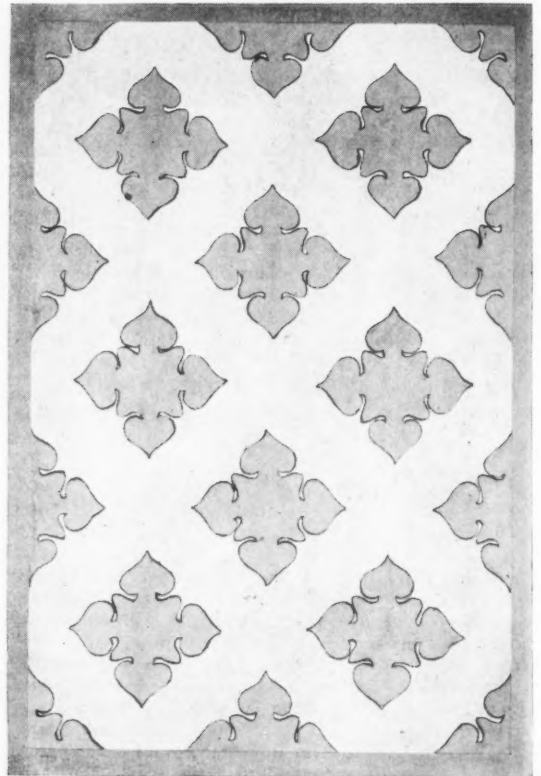


Plate 2.

life and you will start the work off with genuine interest. In making such a booklet try to get papers from the class on original observations of the birds and their habits. If preferable a similar booklet could be made on the trees. The evergreens, the nut trees, the fruit growers, the oaks, or the trees for the house builder. The foregoing plan for nature work is only suggestive, the subject planned and illustrated for the month is surface designing. It is a simple matter to carry both along at the same time.

PRIMARY GRADES

Plate 1 gives many units which may be used for the surface designing in the first three grades. The usual plan is to take a sheet of white drawing paper six inches by nine and space the entire surface with dots one-half inch apart. Under this sheet lay several more sheets of the same size, and then with a stylus, or bodkin, prick thru the dots and thru the other sheets of paper. This provides paper all spaced for the children. In ungraded schools some of the older children are glad to do this for the teacher. Draw some of the units given in Plate 1 on the board and let each child choose one and copy on his dot, or pricking, then repeat across the

paper using every other dot. You will also find this excellent for busy work. Sometimes it is an advantage to make the first dot for the child so he may have a copy near at hand and of proper size. A little later encourage the children to invent units of their own.

INTERMEDIATE GRADES

The units used for surface designing are made in the same manner as the designs for penwipers given in last month's article. This time using one and a half inch squares of paper for cutting the unit. Continue until the children have good patterns. Take gray or light colored cover paper, have the children space the paper with dots two inches apart. Lay pattern on every other dot and trace. Get in all the quarter and a half spaces around the edges. Color with same color as paper, only darker in tone. Plate 2 gives the arrangement.

GRAMMAR GRADES

In the sixth and seventh grades make the designing unit by drawing some simple, graceful spring flower as suggested in Plate 3. The drawing can be in pencil and not over two or three inches in total length. Arrange the stems of flower and leaves in a pleasing manner.

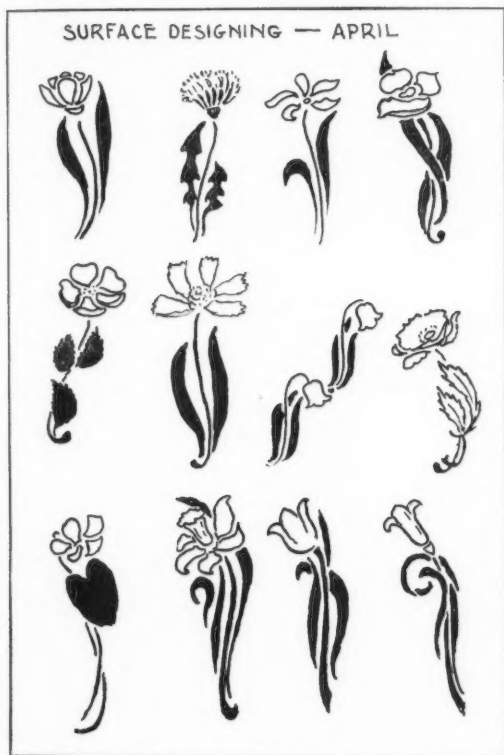


Plate 3.

Use Japanese paper cut six inches by eight. Trace the units by spacing in the same manner as planned for the intermediate grades, or let the children plan the design according to their own ideas.

The coloring may be natural to the flower, or conventional. When the design is finished it will need to be mounted either on white or cover paper of pleasing tone. Oftentimes this may be decided upon first and the color scheme planned to be harmonious with the background. You may explain to the children that we can choose for design a certain flower because of its beauty of form, and when we use it in design we may find the natural color of the flower not so harmonious with the background we wish to use as a scheme of color we can work out ourselves. This is quite allowable in design. The design work planned for these two

grades is one of the most beautiful things we can do during the year.

The eighth and ninth grades may design with abstract spots. This work is presented to the pupil in many ways by many teachers. One way is given here; it is old,



Plate 4.

but simple and easy to carry out. Plate 4 gives a number of abstract "spots" which may be drawn on the board and copied on paper by the class, and others invented by them. The next step is to fold on the long diameter a slip of thin paper, Japanese, or bond typewriter, cut about three inches by six; beside this fold trace one of



Plate 5.

the long spots, then another in good rhythm with it, and perhaps a third spot beside the second. Others, which are symmetrical in form may be added at the top and bottom. Now fold and trace on the other side

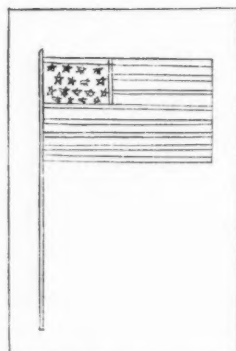
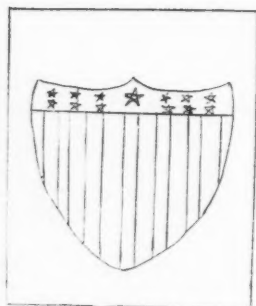
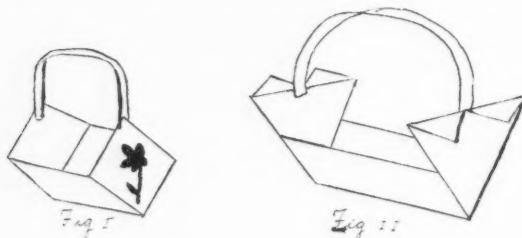
of the paper the half of the unit you have made, this completes the unit, making it bilateral.

Arrange on the Japanese paper, cut nine inches by twelve, by tracing first in the center of the paper, then plan how far below this unit you wish the next one. Use this same space above the center unit, of course. In the same way plan the other rows, keeping them diagonal. Color the entire design, first in black, as in Plate 5, then trace from this on another piece of Japanese paper and try again, using a color scheme. One of the most pleasing schemes is the dominant harmony, different tones of one color. When all the designs are finished have them placed where all may see and take up the aesthetic side of the work. Which can well be used as a paper for the hall? Which for the library? What shall we use in the dining room? The kitchen? The chambers?

Cardboard Construction Work

MAY BASKET (Fig. I.)

Use a 10-inch square of white drawing paper. Fold into 9 squares by tri-secting. Cut off row of three squares. Cut as indicated by dotted lines in Dia. I.



Color the squares designated by "a," any desired color. Upon the squares designated by "b," draw a flower or any conventional figure. Cut out. Paste "b" on top of "a". Paste on handle and fill with flowers.

MAY BASKET. (Fig. II.)

Use an 8-inch square of white drawing paper. Fold into 16 squares. Cut as indicated by dotted lines in Dia. II. Paste "a" on top of "b." Fold laps back to form triangles. Paste on handle as in Fig. II.

FOR MEMORIAL DAY Shield

The shield is made on an oblong of white drawing paper. Outline the shield on paper. Have the children

make the stripes by pasting the red splints to represent red stripes, leaving a space between each splint pasted, to represent white stripes. Color the space above the stripes blue and paste white stars on this blue background. This will serve as a book cover or will make a neat blackboard border.

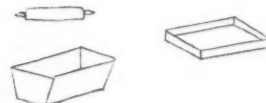
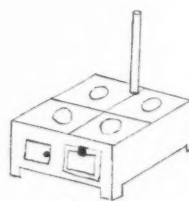
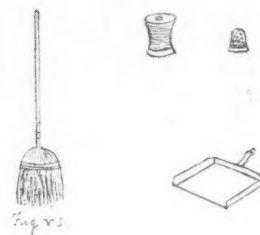
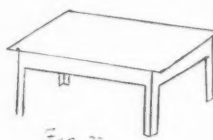
The flag may be made likewise, using the blue splints to form corner square.

DAYS OF THE WEEK (Continued)

Mending Day

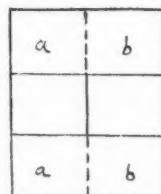
Sewing-table.—Fold an 8-inch square of cover paper into 16 squares and paste to form a square box. Cut an oblong box. Design as in Fig. V. Paste piece of paper on top of table, leaving a half-inch margin, overlapping all sides.

Model spool and thimble of clay.

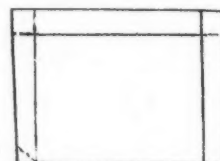


Sweeping Day.—Cut broom from paper as in Fig. VI. For dust-pan use a piece of cover paper $1\frac{1}{2}$ -in. x $2\frac{1}{2}$ -in. Fold as indicated by unbroken lines in Dia. III. Cut on dotted lines as in Dia. III., and paste to form pan. Paste handle on to this.

Baking Day.—For stove use a 6-in. square of black cover paper, or, if this can not be procured, color a piece of white drawing paper with black crayon. Fold



Dia. I.



Dia. II.



Dia. III.

into 16 squares and paste to form a square box. Cut discs for lids and paste on top of box. Cut a hole at one side. Roll piece of paper and insert for pipe. Design as in Fig. VII.

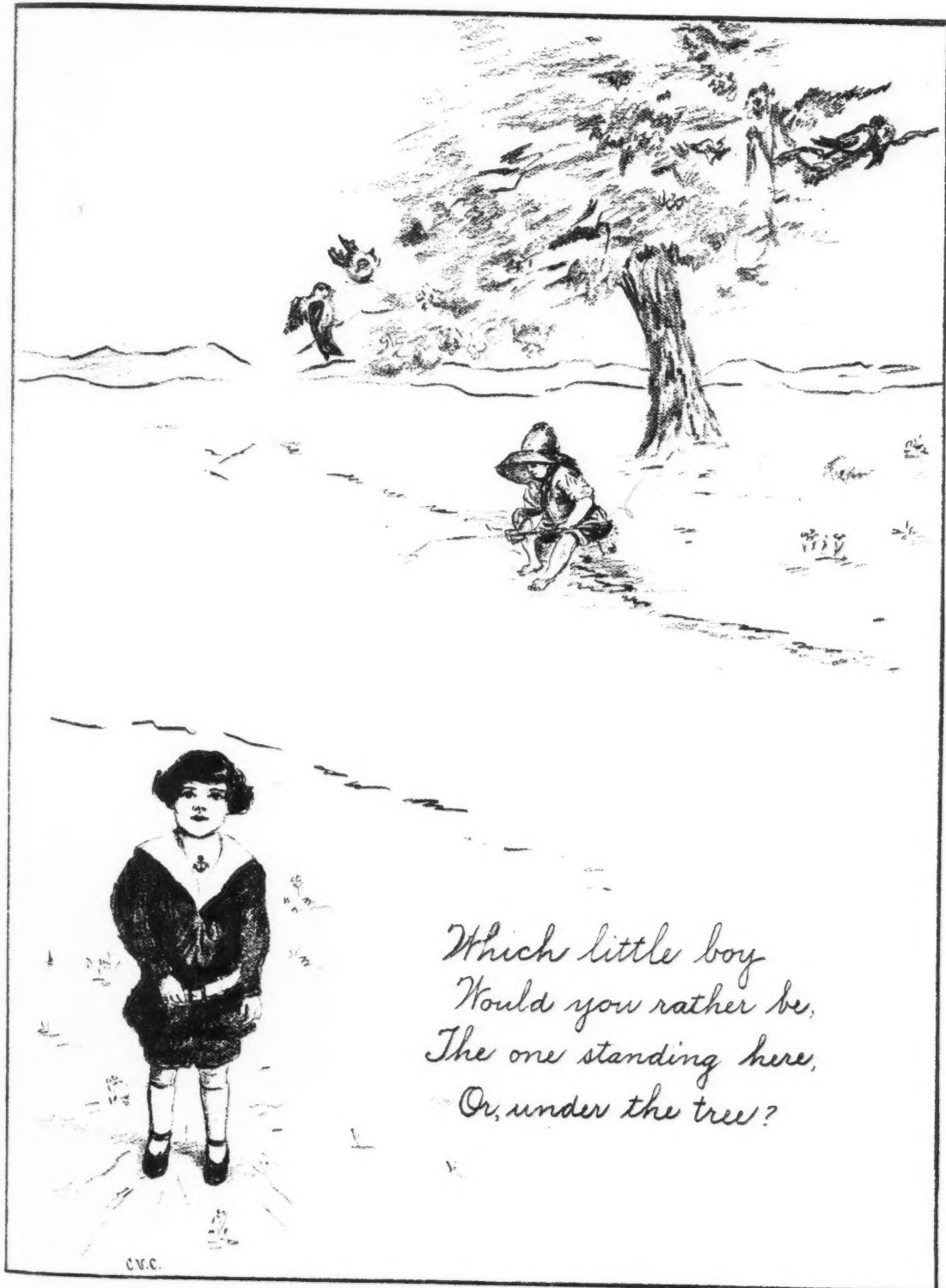
Model pans and rolling pin of clay.

INSTITUTE NOTE-BOOK—FREE

The American Book Company, Chicago, Ill., has prepared a note-book for teachers containing a number of songs, and responsive readings, suitable for use in opening school exercises. A number of blank pages provide space for institute notes. Write to the company, for a copy, mentioning this magazine, and it will be mailed to you free of charge.

Language Story Picture

Miss Clara Velmyr Cosley



Which little boy
Would you rather be,
The one standing here,
Or, under the tree?

Studies of Noted Paintings

JERSEY—EDWIN DOUGLAS

Miss Elsie May Smith

Surrounded by the rough and boisterous waters of the English Channel, whose light greenish surf continually washes her rocky shores, there lies the beautiful island of Jersey, just off the northwest coast of France. Many fertile valleys nestle between high and stony hills, and over all float the soft breezes, the fine air, and the clear blue sky of a mild and equable climate. Spring comes early and autumn lingers late. The valleys are studded with fruit trees and covered with lovely flowers. Altho large quantities of apricots, apples, pears, grapes and melons are sent every season to England, yet most of the people devote their time to dairy-farming.

Many artists have sought in the island of Jersey a setting for their pictures. In our picture for this month's study we see a young woman who is leading her cows thru an opening in the forest, over the soft grass and among the growing daisies, to the place where she milks them. Notice how she walks with a cow on either side, and her hand resting affectionately on the neck of the one on her right. The cows are very gentle and glad to be near her. Doubtless they are both her favorites and have an equal share of her regard and interest.

Notice the girl's face, her dreamy expression, her pretty regular features, her simple and becoming dress: the kerchief around her shoulders and the black bow of ribbon fastened to it, her white apron, her cap with



Jersey—From Painting of Edwin Douglas

the black band around it, and her wooden shoes. Artists are very often quite fond of contrasting black and white as is done here. This is a milk-maid living on the island of Jersey. She has her milk can in her hand ready for

the milking. Look at the cows, observing how well they are painted, how each detail of their bodies is carefully brought out, the gentle expression in their faces, the poses of their heads, the lines around their necks, their silky fur, their life-like appearance.

Notice carefully the trees, especially the one nearest the foreground, how minutely its small twigs and leaves are shown as well as the bark. Observe how distinctly the trunks of other trees stand out, the matted intertwining of their branches, the soft masses of their foliage.

Since the island of Jersey, where this scene is laid, has many fertile valleys, a warm climate, and plenty of rain, we would expect to see the fine vegetation that the artist pictures. Like the trees, the grass and flowers are carefully shown. The daisies give the scene an added touch of cheerfulness, and make us think of a rich and fertile country where the cows find splendid pasture, and hence give good milk; but more than that, there is the beauty of the daisies valuable for its own sake, and suggesting a beautiful country, as well as adding to the attractiveness of the picture.

QUESTIONS FOR STUDY

What thoughts and feelings does this picture give you?

What makes the picture interesting?

Do you think this girl enjoys fetching the cows and milking them?

Does she enjoy out-door life in the forest and among the flowers?

Do you think the artist who painted this picture had made a careful study of cows?

Was he fond of them? Was he interested in the simple pleasures of country life?

Judging from the picture, what kind of a country would you think this was?

What is the season of the year?

What is the time of day? Is the milk-maid leading her cows out to pasture or bringing them back to milk? How do you tell?

Describe the girl's dress?

Are the cows fond of her? Are they gentle?

What is the expression in the girl's face?

How does the girl show that she cares for the cows?

Are these cows good to look at? What makes them so?

What kind of growing things do you see here?

What do the daisies add to the picture? Was it a good idea to show them?

THE ARTIST

Edwin Douglas, a British artist, was born in Edinburgh in 1848. He received his art education in the school of the Royal Scottish Academy. He resided in his native city until 1872, since which time he has painted in London and Surrey. He first exhibited at the Royal Scottish Academy in 1865, where were shown among others his pictures entitled "The Deer Path," "Ready to Start," "Willie and His Pets," "The Doctor's Pony."

Later he exhibited other pictures in the Royal Academy in London. Some of his later pictures are "Hailing the Ferry," "October Shooting," "The Maiden All Forlorn," and "Milk-maids and Marguerites."

Mr. Douglas is one of those artists who paint things because they love them. His affections are divided pretty equally between horses, dogs and cows, but it is chiefly by his pictures of the last that his reputation has been made. He is fond of painting Jersey cattle. Of these the four he calls his "Channel Island series" may be taken as most representative of his work. The first of these is "Jersey," the subject of our study. The second is "Alderney," a girl carrying cabbages on her shoulders and walking by an Alderney cow. (Alderney is the name of the breed of cows found on the island of Jersey.) In the third picture called "Sark," the subject is the same, but the cow is slightly different, and a milking can takes the place of the vegetables. The fourth

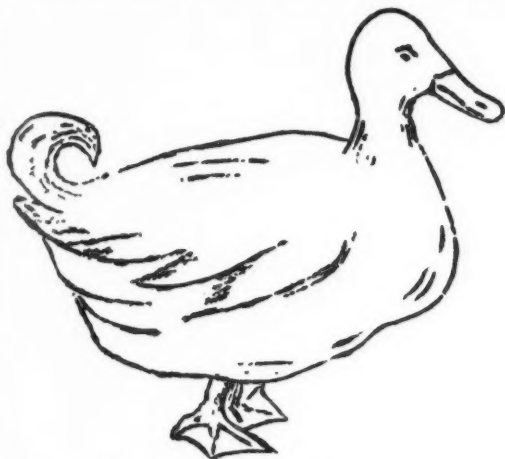
(Continued on page 63)

Practical Hints and Helps

BUSY WORK

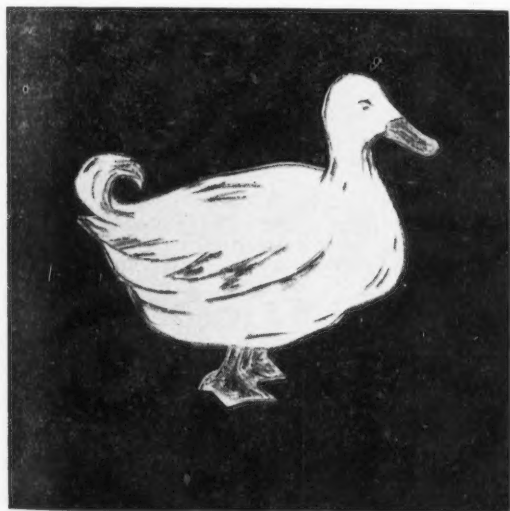
Laura E. Campbell, Pittsburg, Pa.

For use in busy work I prepare outline drawings of birds, animals and plants, and make mimeograph copies to be placed in the hands of pupils. The older pupils may make their own drawing of the copy given them



Mimeograph Copy of Drawing

and then cut it out, the younger ones may simply cut out the drawing as a scissors exercise. The drawings being on white paper should be mounted on black paper. Then the pupils work in the necessary coloring with drawing crayons or water colors.



The Drawing as Finished by Pupil

This drawing of the goose is usually given for busy work on a rainy day. The drawing serves as a reward of merit for those who have braved the weather.

In connection with the work of cutting, mounting and coloring, the pupils learn these lines from the blackboard:

"Who likes the rain?"

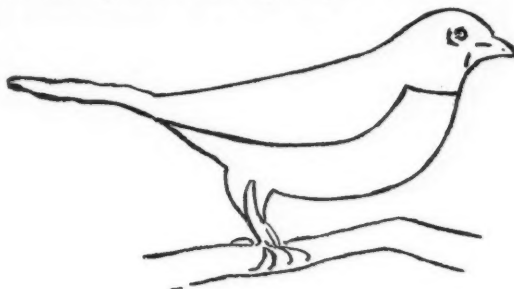
"I," said the duck, "I call it fine,

For I have my little red rubbers on.

They make a running three-toed track
In the soft coal mud.

Quack! Quack! Quack!"

In connection with the study of the robin this outline sketch of the robin is given the pupils to be treated in a way similar to the drawing of the goose. In the nature study lesson the pupils will have been made familiar with the coloring of the robin's plumage.



Sometimes I place on the blackboard to be memorized in connection with the robin exercise some such simple rhyme as this:

"O robin, little robin,
You sit up on a twig.
You are so very little
And I so very big.
But, robin, little robin,
You can fly up in the sky.
I can not, little robin,
I can not if I try."

MAY POEM FOR MEMORIZING

Miss Campbell, a primary teacher in the schools of Pittsburg, writes that her classes have always enjoyed reciting the following lines on May. Try them with your class:

Merry, rollicking, frolicking May,
Into the woods came skipping one day.
She teased the brook till it laughed outright,
And gurgled and scolded with all its might.
She chirped to the birds and bade them sing,
A chorus of welcome to Lady Spring.
And the bees and butterflies she set
To welcome the flowers that were sleeping yet.
She shook the trees till the buds looked out,
To see what the trouble was all about.
And nothing in Nature escaped that day,
The touch of the life-giving, bright young May.

TEACHING MORALS WITH THE STEREOPTICON

Mr. Milton Fairchild, a representative of the moral education board of Baltimore, Md., has devised a plan of teaching the higher moral truths by means of lantern slides, which he exhibited at Indianapolis during the recent meeting there of the Department of Superintendence, N. E. A. The purpose is to assist others in the effort to teach morals to school children by renting the lantern slides and prepared lectures to school superintendents in different parts of the United States. Mr. Fairchild believes that the teaching of morals will be more interesting and more effective if pictures are used. For example there is a picture of four athletes in a hundred-yard dash. One of the athletes, a fine looking young fellow, is in the lead and is just in the act of winning, but while the names of the other athletes are given on the slide, the name of this athlete, the winner, is blotted out. This athlete was ruled out because it was found that he had been taking money "on the side" in relation to the contest. Because of this breach his name was blotted out and he remains unknown in the athletic world altho he is the

best of all who entered the contest. Another question is presented: "Is it ever right to fight?" A picture showing some boys abusing a dog is shown intimating that the dog's owner might fight to defend him if the boys' abuse could be stopped in no other way. Mr. Fairchild began his study of the teaching of morals along this line in 1897, since which time he has been busy gathering pictures. Information regarding the pictures and lectures can be obtained by writing to The Moral Education Board of Baltimore, Md.

SOMETHING TO THINK ABOUT

Maude M. Grant, Monroe, Mich.

It was a dull day and the little boys and girls were tired. Teacher looked at them commiseratingly, and had a bright idea. She had the scissors, a bit of paste and a long strip of white paper given to every little boy and girl. The dull eyes brightened and the tired little forms straightened themselves in the seats, and with interested eyes watched their teacher.

"Now, boys and girls," said Teacher, "I am going to tell you a story, but first we must have a man, so let us cut one," and taking scissors and paper, Teacher quickly cut out a man, the children cutting as she did.

"Now we must make a boat," said Teacher. So she took a rectangle of the white paper and pasted the ends together in the semblance of a boat.

"Next, we must cut, a fox," and suiting the action to the word, a bushy tailed fox was snipped from the paper.

"There are just two more things to cut, children," said Teacher, "a nice fat goose, and a bag of corn."

When the man, the boat, the fox, the goose and the corn were all cut out, Teacher told the story, and said they must all try to work it out. This is the story Teacher told:

"A man once went on a journey. With him he took a fox, a goose and a bag of corn. He came to a broad river. On the bank of the river was a boat. This boat was only large enough to carry the man and one of the things he had with him—as, the man and the goose, the man and the fox, or the man and the corn.

The man wished to cross the river, and how to manage getting over was the puzzle. If the man took the corn over with him in the boat, the fox and the goose would be left together on the shore, and the fox would eat up the goose. If he took the fox over with him, the goose and the corn would be left and the goose would eat the corn. How then, did the man manage? Remember, he took over every one of them in the boat, and only one at a time with himself. How did he do it? For he really did get them all over safe and sound and proceeded on his journey."

Can you work it out? The children did, at least one little boy did, and when the rest saw how it was done, it was "just as easy."

MY OLD KENTUCKY HOME

Stephen Collins Foster was an early American composer who was most prolific. All his melodies are tuneful—the first requisite in an enduring song—while his verses, if they do not rise to the level of great poetry, nevertheless possess that touch of home and of true sentiment which awakens responsive chords in every human heart.

Some of his songs have been translated and sung in every civilized country and are known and loved all over the world.

It was Foster's custom to write for the so-called "negro minstrels" of his time. These were troupes of white men disguised by burnt cork, and their musical entertainments were then practically the only public vehicle for a composer to make his work known.

In this way and for these singers primarily Foster composed some of his best pieces, such as "Old Black

Joe," "Willie, We Have Missed You," "Old Dog Tray," "Nellie Bly," "Suwanee River" and "My Old Kentucky Home," to name only a few, writing the words in a supposed "darky" dialect, and to which he gave the name "Plantation Melodies." But in no sense were they real slave songs.

"My Old Kentucky Home" is the twentieth song in Stephen Collins Foster's book of "Plantation Melodies." As to its origin, it is affirmed that it was suggested by an allusion that Foster heard a slave make to his former happy home in the Blue Grass state.

"Golly! Ah wish Ah wuz back in mah ol' Kaintucky home!"

Foster was quick to see the appealing force of the sentiment, and immediately turned it into what proved to be one of those songs that never die.

We can all appreciate the longing for the "old Kentucky home far away" by the sorely tried and battered old negro.

Foster's "subjects" appeal to home life and to popular taste. He adhered to simple chords for accompaniments, and kept his airs within the range of ordinary voices. His versification is smooth and musical, while his so-called negro ditties are characterized by archness, humor and unusual refinement.

In fact, Stephen Collins Foster, even in these later days of general musical development, deserves a far higher niche in the temple of fame than is usually awarded him and his work.

The singer is dead but his songs will live in the hearts of his countrymen.—Chicago Journal.

SPELLING IN INTERMEDIATE GRADES

Ten new words are enough for a lesson. Words commonly used in other studies and words generally misspelled in the composition and other written work should be included in daily lessons. In assigning lessons for next day, call attention to difficult words in the lesson and especially to the difficult part of certain words. Have children tell that the difficult part of Delaware is the first a, of Wednesday the d and e, of till the second l, of business the u and i, and use colored chalk to emphasize these parts. To help the spelling eye, write words on the blackboard and quickly erase, requiring the spelling immediately, or asking for the second, third, or some other letter. Give similar drill by having pupils glance hastily at some page in a book, quickly close the book, and then spell the last word or two from memory. Write on the blackboard successive letters that do not spell any word. Then quickly erase and have children write them in the exact order they were written.

The spelling ear may be helped by having class spell words aloud in concert, but this exercise should be brief and spirited. As a rule, spelling lessons should be learned at home. Instruct children not to waste time studying words they already know, but to study over the unfamiliar ones a few times and then try to write them from memory, continuing the process until all are mastered. Encourage having some member of the family hear the lesson spelled at home. Have the common rules learned. If the meaning of a word is well known, time should not be wasted in having it given in a sentence. In this and succeeding grades, spelling matches should be frequently held between classes or parts of classes of the same school, and at least once a term with a similar grade of a neighboring school. Decide on a definite time (not to exceed forty-five minutes) for the duration of the match, and have all pupils stay in the contest till the end. If a third party does not pronounce the words, each teacher should act as pronouncer half of the time.

If a word is spelled incorrectly, the one pronouncing the words should give out the next word just the same. Should the next pupil notice the mistake, he should pronounce the misspelled word instead of the one pro-

nounced for him. Should he not notice the error, the first one on either side who did will spell the word that was missed and his side will profit by his watchfulness. Pupils should pronounce a word before beginning to spell it, and while spelling, should separate the word into syllables, though time should not be taken to pronounce each syllable. Let the matches foster a spirit of politeness and consideration.—Buffalo Course of Study.

OH, WAD SOME POWER THE GIFTIE GIE US!

Miss L. E. Payne, Freeport, N. Y.

"Huh, she doesn't yell near as loud as he does. Why, when I turned round in 'rithmetic and he shouted, 'Mary!' I bet you could've heard him on the street. They hear him so plain in Miss Mayne's room across the hall that she has to keep her door shut."

"And when I crumpled up my scratch paper, Miss B. just rushed right off the platform and ran down the aisle and fluttered at me. You know how she does, and she screamed, 'There shouldn't ever be one sound in study hall,' and there she was making a lot more noise than I was."

"If I had to wear a rat I'd be more careful than Miss H. You can see the wire all the way around, almost. She just gets a few wisps of hair over it and then in school it falls apart."

"All the teachers get so excited just before regents' that you can't learn a thing. After school they're continually marking papers, and in class they keep saying, 'Now, you must pay careful attention to this,' and 'Oh, here's something you must be very particular about,' and they get everybody rattled. I know I won't pass."

"He has to have a book in front of him all during class. When he makes some wrong statement and anybody tells what the book says, he'll look wise and say, 'Why-ah-really,' and then he gets a peek at the book and then he says, 'er-yes-you are correct.' None of the class think they'll get through physics because they haven't done near enough experiments."

"Did you see Miss R. when the principal came in? He talked awful cross to her and pointed out things in the book, and then slammed it down and her face got just as red. She isn't a very good teacher, I guess."

"She scolded and scolded and all I had done was just to whisper a little bit, and I felt silly that day, and I giggled and giggled and she got just mad. She said 'What was I laughing at?' and when I said nothing, she said 'I couldn't have much brains to laugh at nothing.' She was awful mad! I don't know why I laughed, only I'd been on a giggling streak ever since I got up, and she did act so queer."

"He was so mad he just threw a pencil at the boy and said he was a darned fool. Father says that is no kind of language to use in school."

"Miss K. is too nervous to teach school. When some of the boys in 7b whispered, she almost cried. They were just doing it to see what she'd do. She ought to be teaching little kids."

"My mother says all teachers in our school talk too loud. She says well-bred people never raise their voices like they do."

"He called George a blockhead and a dunce. Yes, he did, too. George couldn't get his example. I don't think it was very nice, George can't help being dull."

"Miss Y. is always coming to pieces. You can always see her skirt pins below her belt. I told her six times last week about them."

"I know my lessons all right, but she's such a dreadful crank and glares at you so when you go in the

room, I can't think of one single thing. She scares me to death when she asks a question."

"And Mrs. Blayne knows the lady where he boards, and she says his manners at table are simply impossible. He eats with his knife and just stuffs himself. I don't think he ought to be a teacher."

YOU MUST BE SINCERE

You must love your work and believe in it. You must have a burning desire to help young people, and faith in your ability to do so. Gushing and lip service will not suffice. The sincere teacher is always ready to serve. Your actions will speak louder than words. You will as a rule be in no hurry to leave the building after school in the evening, but ready and willing and anxious to consult, to help, to advise, to be of service. The primary teacher's success may be judged by the group of children that circle about her at recess, or that wait to go home as she goes. The sincere teacher is found at teachers' meetings and associations, ready to help and on time. If you are genuinely sincere in your profession you will own a few professional books and add to them yearly. You will take and read educational journals and periodicals, and find pleasure in the reading. You will be found in the summer schools and colleges gaining help and inspiration for your work. You will have faith in the profession of teaching, and faith in yourself, and in your ability and worthiness to be one of the leaders of the youth of our land.

THOS. E. SANDERS.

A SECRET

Let me tell you the secret without delay,
Of growing beautiful day by day;
'Tis a secret old as the world is old,
But worth in itself a mine of gold;
Beauty of soul is beauty of face,
For inward sweetness makes outward grace.

—Harper's Young People.

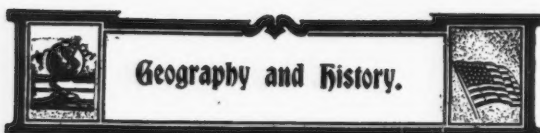
JERSEY—EDWIN DOUGLAS

(Continued from page 60)

picture is called either "A Jersey Family" or "Milking-Time in Jersey." It shows an old cow, tethered, licking the back of her calf, while behind are two more cows being milked.

Jersey cattle are good subjects for an artist because they have attractive heads, their shapes are fine, and they are small enough to group well with human beings. This last point is one of some consequence because where an animal is so large that it demands too much attention in proportion to the human beings shown, the result is bad from an artistic standpoint. For the painting of these cattle Mr. Douglas has his house so arranged that it combines a riding house with a studio; at one end is placed a kind of dock where a cow can be set up to be painted, also a raised throne for dogs, and a jumping bar. Among dogs, his favorites are English setters, which he has often painted. When an old black setter, that he greatly loved, died, he painted his picture and hung it in his home where he could see it every day.

It has been said that the place left vacant by Sir Edwin Landseer has in a measure been filled by Mr. Douglas. While he does not do all that his great predecessor did, in more than one instance one of his pictures has been taken for a Landseer production, and this was in no sense a discredit to Landseer, who has been regarded as one of the greatest painters of modern times. Landseer never had a finer sense of texture than is shown in Douglas's picture called "Milking-Time in Jersey." If Landseer had found such a subject to paint he could scarcely have done it with more sweetness of taste.



INDUSTRIAL AND SOCIAL LIFE OF THE RUSSIANS

Charles L. Spain, Detroit, Mich.

RUSSIAN LIFE OUTSIDE THE CITIES

Russian civilization is rather difficult to understand. It is said that travelers who visit only the great cities of Russia do not come in contact with the purely national life of the Russians at all. Only a small per cent of the people, possibly 12 or 15 per cent, live in the cities or towns. The remainder occupy the more or less inaccessible territory far from the centers of civilization. The primitive life led by these country people is the typical Russian national life. In many of its phases it is not unlike Anglo-Saxon civilization several centuries ago. The modern Russian civilization found in the cities is an importation from other lands, and has in a way been grafted upon the old national life of Russia.

A great majority of the Russians of all classes are landholders. Most of the day laborers seen in the cities are or were peasants. Many of them still return to the rural districts to work during the summer. Many of the prominent and wealthy men of the cities are descended from peasant ancestors and still own or have an interest in country estates. A visit to St. Petersburg is in many respects like a visit to Vienna or Prague or Berlin. The architecture and the people are not greatly unlike. One must study the Russian as he lives in the great areas outside of the cities if he would have an insight into Russian civilization.

Russian estates vary in size from those of a few hundred acres to those as large as several thousand acres. Often the landowner on his return to his country home must travel a long distance overland after leaving the nearest railroad. Being so inaccessible it can readily be seen that there is little intercourse between the estates and the nearest towns.

RUSSIAN COUNTRY HOUSES

The great country houses of the Russians are unlike the ancestral estates of many countries in that they are built of wood, and a wooden structure in a climate like that of Russia cannot stand longer than the life of one or two generations. These houses are, so to speak, built for today, and in consequence, the traditions which cling to the old castles of some parts of Europe are entirely wanting here.

These houses are huge rambling structures built entirely on the ground floor. The walls are formed by beams hewn square and placed horizontally one upon another. These beams are fastened together by long wooden bolts. The cracks between the beams are filled with moss, and the walls are covered with planks inside and out. The planks are painted on the outside and plastered inside. The plaster in the better homes is tinted in pleasing shades.

The rooms are large and the ceilings high. The roof is thatched or shingled. For protection against severe cold the windows are double. One pair of windows opens out and the other pair opens in. The rooms are ventilated by means of one pane in each window that may be opened and shut. The bedrooms are very numerous, and usually communicate with the corridor which runs thru the center of the house. In a country where there are no hotel accommodations it is necessary to prepare to entertain the unexpected guest. Heat is provided by means of large stoves which are placed in the wall between two rooms. These stoves are made

of fire-brick covered with ornamental tile, and reach almost to the ceiling. Wood is the fuel used, and after one of these stoves becomes thoroughly heated the fire-brick will radiate an abundance of heat for twenty-four hours. Sometimes there are twelve or fifteen of these stoves in one large house, and the temperature even during the most severe weather is uniformly comfortable.

The cellar, which is a most important part of the house, occupies the entire area under the building. In the center is a large bed of sand in which great quantities of vegetables are placed for winter use. On every side are storerooms for the food supplies. There are rooms for the casks of fermented cabbage and beets, which are staple articles of diet among the rural classes. There are also spaces for the storage of salted beef, fish, hams and bacon, smoked mutton, smoked geese, butter and various vegetable oils. There are also rooms for cheese of various kinds, and for the baker's store of flour. In a house of this class in which provision must be made for feeding from fifty to seventy-five people, the storerooms cannot be too abundantly supplied with food of all kinds.

Each house has a winter kitchen in the main building, and a summer kitchen apart from the house. There are usually two or three dining rooms for servants, as social distinctions between the several grades of servants are quite rigidly marked. Those who have never been serfs do not care to dine with those who have been, and among these laboring classes there are nice social distinctions which are as troublesome as those among our American "four hundred."

DUTIES AND PLEASURES OF FAMILY LIFE

Grouped about the great house and at no great distance from it are several buildings in which the work of the estate is partially carried on. In the case of most of the estates, the entire family, including the mother and children, take an active part in the productive work. Much of the responsibility falls upon the mother. She has general oversight over the house, and daily visits the several departments of the estate.

The mistress starts out early in the morning and visits the kitchen, issuing orders, hearing complaints and seeing that the work goes on in an orderly manner. Often the simple peasants throw themselves at her feet and kiss her garments again and again as they beg her for favors of various kinds.

On her daily rounds the mistress visits the building in which cabbage is being chopped and put into casks preparatory to fermentation. She also visits the dairy where perhaps one of the older daughters is in charge. Many Russian girls are sent abroad to study dairying, and their practical knowledge is put to good use on the farm. Russia produces excellent imitations of Swiss and French cheese, and great quantities are exported every year. The mistress also plays a visit to the building in which dried vegetables and fruits are being prepared for the market. The vegetables are so skillfully dried and prepared that it is said that they cannot readily be distinguished from fresh vegetables when served on the table. A great variety of fruits, such as plums, cherries and currants are dried and packed in little baskets for exportation. Gooseberries, strawberries and raspberries are candied by a process in which honey is used. The fruit thus prepared is reported to be most delicious.

The master of the estate rides over its vast acreage daily and gives his personal attention to the workmen. The summer is short and it is imperative that every person on the estate give his best efforts toward producing a bountiful crop for winter.

At dusk following the evening meal the proprietor of the estate and his family assemble on the balcony in front of the great house. Here they enjoy the evening air, sip their tea and partake of candied fruit or some other delicacy. Quite frequently the elders of the

family—father and mother—pass the time in puffing cigarettes.

PEASANT LIFE

Here and there thruout the area of a large estate are found peasant villages. Until about fifty years ago the peasants were all serfs. They were the property of the landowner, and he could move them about or sell them to another owner if he chose. After the emancipation the land upon which they dwelt became the property of the serfs, and the landowner was recompensed for the loss of the land by a payment made to him by the government.

The peasants live in small three-room houses. One room is used as a tool-house, one as a kitchen, and one as a sleeping-room. The peasant rarely sells his products, as he raises only enough for his own use. If the Russian peasant has sufficient food for the winter and enough flax for his clothing he is satisfied. In addition to raising his own crops he adds to his earnings by working on the great landowner's estate, receiving as payment a share of the crops he produces. In those regions of Russia in which the peasants are dependent entirely upon food raised on their own land, the effects of famine are often keenly felt. Those peasants who have an opportunity to add to their store of food by working on the large estates usually fare better in years of famine.

The short summer is soon over. Almost before the crops have been gathered and stored the season begins to change, and ere long the entire land is enveloped in a sheet of pure white, and winter is on once more. The Russian peasantry are not much given to sports, so the whole winter season is filled with useful activity of a serious sort. In the homes there is spinning and weaving to be done; baskets are to be made for the shipment of next summer's fruits, and the cattle are to be killed and salted for future use.

In winter the Russian prepares a very important article of diet known as "solid soup." Several hundred pounds of beef and mutton are boiled down for a week or more. During the boiling period hares and other wild game are added to improve its flavor. When the meat has been entirely dissolved the mixture is strained and finally dried into a substance having the appearance of glue. In summer when time is most valuable the Russian quickly prepares a good bowl of soup by dissolving a piece of this glue-like substance in water.

Many of the peasants spend the greater part of the winter in carrying agricultural products to the nearest railway station, from whence they are shipped to the great centers of trade.

RUSSIAN CITY LIFE

As summer draws to a close there is a great transformation in the Russian city. The hotels now begin to prepare for the winter's social activity. The great homes of the gentry which (like the Fifth avenue palaces in New York city) have been closed all summer, are now being opened and renovated, for the owners will soon return from their country estates. Many of the manufacturing factories are entirely closed in summer. The owners themselves are very likely busy on their country estates, and there is no supply of cheap labor until the peasants begin to return from the country in the fall.

Those country landowners who do not own city homes frequently engage furnished apartments in the city for the winter in order that they may participate in the social life of the metropolis. This class give themselves over largely to idleness in winter. They dine, attend theaters, concerts and numerous balls and receptions. These social activities keep them up far into the night so that their mornings are largely given to sleep. In the afternoon new social duties call them, and thus the winter passes away.

As to the urban working classes, it has been suggested

that many are peasants who in summer labor in the country. In the fall the peasants flock to the city in groups. Each group forms an organization called an "artel," and elects a leader. This leader goes to some manufacturer and contracts for the labor of all of the members of the "artel" for the entire season.

Near the factories the employers have erected immense buildings to house the employees. These buildings will each accommodate several hundred persons. The kitchen and dining-rooms are on the ground floor, and the floors above are used for dormitories. The rental of rooms includes heat, light and the use of the kitchen for cooking. The furniture in these houses is simple, but on the whole much better than that to which the peasant is accustomed in his country home. The families of the peasants look forward with much pleasure to the season when the cares of the farm are left behind and they can enjoy the attractions of the city.

The hours of the laborers are strictly limited by law, and there must be no work on Sundays except in urgent cases. Wages must be paid in cash, and no laborer is to be dismissed until his contract expires, unless he be guilty of misconduct. On his side the laborer must fulfill the terms of the contract he has made with his employer. Large factory owners are obliged by law to provide a hospital, baths, a school and a library free of charge for the use of their workmen. Wages are low. Even among the skilled trades it is claimed that a laborer rarely receives more than sixty or seventy dollars for his six months' work. Small as these wages seem, the Russian peasant often saves a fair portion of it, as his needs are few. He is satisfied with a diet of rye bread and cabbage soup. His clothes cost him little, for he raises his own flax and does his own spinning and weaving at home.

Many laborers from other European countries have been imported into Russia, and their overbearing attitude toward the native Russian workmen often precipitates trouble.

On the whole the great mass of Russian people are happier and better cared for than we have sometimes been led to believe. In the cities they have made great industrial strides during the last century, but progress in the country has been necessarily slow. It will be many years before Russia is fully awakened, but in future centuries this country, with its vast extent and enormous resources and population, is destined to play a much more important part in the world's affairs than it has played in the past.

HIGH PRICES FOR WORKS OF ART

Among the treasures owned by the late Charles T. Yerkes, recently sold at auction in New York, were two famous pictures which brought enormous prices. "Rockets and Blue Lights," by Turner, sold for \$129,000, and the "Portrait of a Woman," by Frans Hals, a Dutch artist of striking eminence as a portrait painter, brought \$137,000. In all nearly sixty pictures were sold from the Yerkes collection, bringing a total of over a million five hundred thousand dollars. This amount is a record in itself. It has never before been equaled at an auction sale of pictures or other objects of art. The bidders at the sale were of still more interest. For years Europeans have been deploring the fact that so many of their art treasures were leaving their shores and finding a permanent place in American collections. Here was an opportunity to make amends for the past by recovering a number of these treasures. Never before have there been so many European bidders at an American sale. London, Paris, Berlin, Munich, Cologne and The Hague were all represented, and were so energetic that the Metropolitan Museum of Art itself was not able to obtain any of the works offered for sale. Consequently some of the important pictures, it is reported, will be taken back to Europe, including the Turner seascape among their number.

School Entertainment

MEMORIAL DAY PROGRAM

SONG—PRAYER FOR PEACE

(Tune—Blest Be the Tie.)
 Blest dove of peace, descend
 On this the land we love;
 May God defend,
 His blessing send
 From heaven, his throne above.

O, may our hearts be true
 To God and native land;
 May love abound,
 And peace be found
 Our nation's God command.

—Selected.

A RECITATION—"SLEEP, SOLDIER, SLEEP"

Sleep, soldier, sleep!
 Thy work is o'er;
 No more the bugle calls "to arms!"
 Dream on beneath thy tent of green,
 Sleep, soldier, sleep; free from alarms.

Peace smiles upon our godly land,
 The war-cry is no longer heard,
 And fields where once the battle raged,
 Now echo with the song of birds.

Rest, soldier, rest! while we today
 Bring fragrant flowers with reverent tread
 To deck the graves of those we love,
 A tribute to our honored dead.

Sleep, soldier, sleep!
 Thy work is o'er;
 Sleep on and rest, free from all care,
 While we our gratitude express,
 With blossoms sweet, and garlands fair.

—G. W. Park

TRIBUTES TO THE SOLDIERS

First Pupil—
 Of the Blue or the Gray, what matter today!
 For each some fond heart weeps;
 So, children dear, make the spot less drear
 Wherever a soldier sleeps.

Second Pupil—
 Sleep, comrades, sleep, in calm repose,
 Upon Columbia's breast;
 For thee with love her bosom glows;
 Rest, ye brave heroes, rest!

—Dwyer.

Third Pupil—
 Cover them over—yes, cover them over,
 Parent and husband and brother and lover;
 Think of those faraway heroes of ours,
 And cover them over with beautiful flowers.

—Will Carleton.

Fourth Pupil—
 "Scatter your flowers alike today
 Over the graves of the Blue and Gray.
 Time has healed all the Nation's scars,
 Peace has hushed all the noise of wars,
 And North and South, East and West,
 There beats but one heart in the Nation's breast."

—Mary N. Robinson.

Fifth Pupil—
 All the bright laurels that promised to bloom
 Fell to the earth when they went to the tomb.
 Give them the meed they have won in the past;
 Give them the honors their merits forecast;

Give them the chaplets they won in the strife;
 Give them the laurels they lost with their life.
 —Will Carleton.

Sixth Pupil—
 Bring the flowers you gather,
 The parting bloom of May,
 And scatter them with loving hands
 On the soldiers' graves today.

—Youth's Companion.

Seventh Pupil—
 Hallow ye each lonely grave,
 Make their memory sure and blest;
 For their lives they nobly gave,
 And their spirits are at rest.

Eighth Pupil—
 Grave deep their memory on your hearts,
 Keep ye their country free;
 Live for the flag for which they died—
 This is their legacy.

—N. M. Lowater.

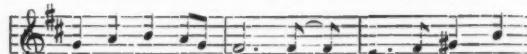
FLAG SONG

LYDIA A. CONLEY

ELEANOR SMITH



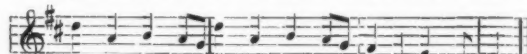
1. Some flags are red, or white or green, And
 2. We love our na - tive coun - try's flag; To



some are yel - low too; But the dear, dear flag that
 it our hearts are true; A - bove us wave in



we love best Is red, and white and blue. Then
 splen-did folds, The red, and white and blue. Then



hail the flag, the bon-ny flag, of red, and white and blue.
 By permission of Scott, Foresman & Co.

EXERCISE FOR EIGHT PUPILS—"NATURE'S TOKENS"

For eight pupils, each carrying the flowers of which he speaks. The first pupil leads, and with muffled drumsticks beats time softly.

All repeat—

We go today with solemn tread,
 In May-time's fairest hours,
 To deck each brave, true soldier's grave
 With purest, sweetest flowers.

First Pupil—

I carry deep blue violets;
 Of faithfulness these speak;
 For faithful soldiers, true and brave,
 I'll take these flowers meek.

Second Pupil—

I've a bunch of fresh elm leaves;
 Of patriots these tell,
 Who marched, fought, suffered, won,
 'Midst furious shot and shell.

Third Pupil—

I bring these lilies sweet and pure;
 O ring, each fragrant bell!
 Ring of deeds so brave, so great,
 Of our Grand Army tell.

Fourth Pupil—

Syringa flowers I bring today;
 'Tis memory's reverent flower,
 From year to year we'll keep alive,
 Memorial Day's fair hour.

Fifth Pupil—

And sweetest roses, bending low,
 Shall deck the soldier's bed;

For these bring love from our young hearts,
Love for our honored dead.

Sixth Pupil—

And these oak leaves, for bravery,
I'll place upon a mound;
They tell of brave and loyal deeds
On our country's battle ground.

Seventh Pupil—

And the laurel wreath lay tenderly—
Its glory shall never fade,
But ever more shall brightly tell,
Where our brave heroes all are laid.

—Selected.

All in concert—

Our hands shall gather blossoms sweet
For brave men lying loy;
Our hearts shall to the soldiers dead
All love and honor show.

We'll love the flag they loved so well,
The dear old banner bright,
We'll love the land for which they fell
With soul and strength and might!

A RECITATION—"THE BETTER WAY"

Who serves his country best?
Not he who, for a brief and stormy space,
Leads forth her armies to the fierce affray.
Short is the time of turmoil and unrest,
Long years of peace succeed it and replace:
There is a better way.

Who serves his country best?
Not he who guides her senates in debate,
And makes the laws which are her prop and stay;
Not he who wears the poet's purple vest,
And sings her songs of love and grief and fate:
There is a better way.

He serves his country best,
Who joins the tide that lifts her nobly on;
For speech has myriad tongues for every day,

And song but one; and law within the breast
Is stronger than the graven law on stone:
There is a better way.

He serves his country best
Who lives pure life, and doeth righteous deed,
And walks straight paths, however others stray,
And leaves his sons as uttermost bequest
A stainless record which all men may read:
This is the better way.

No drop but serves the slowly lifting tide,
No dew but has an errand to some flower,
No smallest star but sheds some helpful ray,
And man by man, each giving to all the rest,
Makes the firm bulwark of the country's power:
There is no better way.

—Susan Coolidge.

SONG OF PEACE. (See page 429.)

THE DEATH OF JUSTICE BREWER

The recent death of David J. Brewer removed one of the most widely known members of the United States Supreme Court. More than any other Supreme Court Justice in recent years, Mr. Brewer appeared before the people and expressed his opinion on public questions. What might be called an individualist on the bench, Mr. Brewer always maintained the rights of the individual rather than those of the community. This attitude of mind was apparent in many of his decisions. One of his most important decisions was rendered in the Northern Securities case when he made the Anti-Trust Law effective against one form of restraint of trade, while leaving open the question of the application of the law in other respects.

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The Interstate School of Correspondence, with its unusually strong facilities for giving instruction in the branches required by teachers in Catholic schools, invites Sisters who would improve their education and teaching ability to write for particulars regarding our courses. So far as we know, no one connected with a Catholic school has ever regretted the investment of time and money for instruction under our direction. We aim always to give every student more than good value for the price paid. In one school in Chicago (on the south side) we secured one student six months ago. Today we have eight Sisters in that institution on our rolls; they have recommended our work to sisters in other cities and from the initial enrollment about a dozen students have come to us. This is only one instance; our methods of work and the fidelity with which the interests of students are safeguarded always bring us a number of new friends from each enrollment.

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COMMERCIAL DEPT.

NAME.....

ADDRESS.....

Catholic Journal, May

Dedicated to the Cause of Universal Peace throughout the World
by Author and Composer.

(Second Edition Revised.)

Song Of Peace.

Words by
DR. H. EMERY-JONES.

Music by
B MARGARET HOBERG.

Con Spirito.

1. "The Pen is might - ier than the Sword," Right giv - eth Might,
2. "The Pen is might - ier than the Sword," Peace soon must reign,
3. "The Pen is might - ier than the Sword," Blood shed must cease,
4. "The Pen is might - ier than the Sword," Great God a - bove,

List to our cry oh Lord! List to our cry oh Lord!
All men with one ac - cord, All men with one ac - cord
Give us for - ev - er, Lord, Give us for - ev - er, Lord,
Send forth Thy might - y word, Send forth Thy might - y word

mf
Show us the Light. Let War for - ev - er cease, Give us a
U - nite a gain. Lord! hark - en to our cry, Pass not Thy
Love, Joy and Peace. In Thee we put our trust, Je - ho - vah
Of Truth and Love. We now be - fore Thee fall, Oh! hark - en

cresc.
life of Peace, Let Love and Faith in - crease, And ban - ish night.
chil dren by, But from Thy throne on high, Give Peace a - gain.
great and just, The sword and spear shall rust, War - fare must cease.
to our call, True broth - ers are we all - Give Peace, oh Lord!

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The Literature Class

MARCO BOZZARIS—A STUDY.

By Sister M. Pauline (Knoxville, Tenn.)

Lesson Talk:—Author, Fitz-Greene Halleck. Poem founded on fact. Marco Bozzaris was a Greek patriot, who, like the gallant Wolfe, gave his life for his country, dying at the moment of victory. Tell the story of the Grecian struggle for freedom from the hateful Turkish bondage.

Marco came from a family of distinguished patriots who fought gallantly for the dear native land during the four long centuries during which Greece writhed and struggled under the cruel hand of her oppressor. Signal deeds of patriotism and heroism characterized the final struggle for liberty, which began in 1820. It was during this time that Marco Bozzaris did the deed which has wreathed his name in glory. When the war ended in victory for the heroic Greeks their beloved land lay in waste and desolation and half their bravest had given their lives that Greece "might still be free."

In 1823 Marco led an attack on the Turk "at midnight in his guarded tent," and while hurling death and destruction upon the hated foe, fell from a shot in the face "when the red field was won." They conquered—but Bozzaris fell. Lord Byron, a great favorite with the Greeks, aided them in their fight for freedom. Halleck was in sympathy with the Greeks, and though he did not give them personal aid as did Lord Byron, he immortalized in this perfect martial lyric:

"One of those immortal names
That were not born to die."

Tell the story of the memorable siege of Platea. Poem characteristics—strength, martial ring, fine examples of Exclamation. Lessons—Loyalty, patriotism.

"Strike, till the last armed foe expires,
Strike, for your altars and your fires!
Strike, for the green graves of your sires—
God and your native land."

"A brave deed lives in the hearts of men,
But to the hero, when his sword
Has won the battle for the free,
Thy voice sounds like a prophet's word,
And its hollow tones are heard,
The thanks of millions yet to be."

"The paths of glory lead but to the grave."
Yet Marco—

"Rest thee! there is no prouder grave,
Even in her own proud clime
We tell thy doom without a sigh,
For thou art Freedom's now, and Fame's."

Points in Study.

Date of scenes in poem? Who was Marco Bozzaris? By what deed did he win undying fame? How and when did he die? Name of war commemorate? Cause? For what lines is poem especially noted? ("Strike, till the last armed foe," etc.)

Quote first stanza. Meaning? Figure? Guarded—how? Meaning of "in suppliance bent"?

What are the trophies of a conqueror? What is "Eden's garden bird"? Define signet ring. Second verse tells what? Tell what you know about heroic Platea. Who were the heroes? "True as the steel"—Figure? Explain—"There had the glad earth"—Figure? Meaning? Why "haunted air"? Quote the cry that awoke the Turk—His Fate? Quote Bozzaris' cheer? "Altars and fires"—Figure. Explain. Define Moslem—Why so called? Who fell? How? What did his comrades see? Why is Death capitalized? Lesson in this stanza? Quote from "And thou" to close of stanza. Why "ghastly form"? Define pall, ber, knell. Meaning of stanza VI? Figures? Explain storied brave? Meaning of stanza VII? Figures? Quote stanza.

A STUDY OF MILTON'S LYCIDAS.

By "Carola Milanis," O. S. D.

On what sorrowful occasion was this poem written? What poem by a poet of later times was written on a similar occasion? Point out the beautiful rhetorical figures with which the poem Lycidas opens. Why was a pastoral poem the most appropriate on this occasion? Quote from

line 10 to line 15. Point out the figures. Who were "The Sisters of the Sacred Well"? Compare Comus and Lycidas with Milton's epics.

What is the prime charm of poetry? Do we find it here? Describe the style of the poem Lycidas. What beautiful allusion does Milton make to his friend's unripe age? What part of the day does Milton delight to describe? Is there anything pathetic in this?

Give a brief account of each of the following references: Satyrs, fauns, nymphs, Muses, furies, also of the Druids, of Amaryllis and Damocetus, of Orpheus and Phœbus. Locate the Lesbian Shore, also the Mona, the Deva, and the Hebrus. Quote from line 70 to line 75. Why should not the poet appeal to the fountain of Arethuse? Define pastoral and bucolic poetry. Explain the expressions "fellow winds" and "beaked promontory." Explain the formation and meaning of the name Hipotades. Locate the Camus River. Who was the Pilot of the Galilean Lake? Which lines are a reflection on the clergy of the Church of England? Who was Alpheus? Define the following: "Swartstar," "Laureate's hearse," "monstrous world."

Who was "Bellerus"? Locate the "Giants Chair." Explain "Great vision of the guarded mount." Locate Namanos and Byona. What are dolphins? What means "The genius of the shore"? Why is the poem Lycidas called "A Doric Lay"?

Milton's Ode to the Nativity.

Bring to the reading of this poem deep thought, vivid fancy, and lively sensibility. Note the vigor of its conception, the grandeur of the imaginativeness. Reflect that Milton was only twenty-one years of age when he wrote this admirable poem. Note how the meter gains strength as the hymn proceeds. From his *Paradise Lost*, one judges that Milton did not believe in the divinity of Christ, but this hymn gives a very different impression. Point out the expressions that show a faith in the Divinity. Explain, with the aid of history, the 4th stanza. Explain the 19th. In the Catholic historical novel, "Dion and the Sibyls," will be found an account corresponding with that given in the 20th stanza of the hymn.

Give an account of the following: Pan, the Oracle of Delphos, Apollo, Lars and Lemurs, Flamens. Note the beautiful picture presented in the 27th stanza.

A Study of Milton's Invocation to Light.

Repeat the opening lines. Name the rhetorical figure. Why does the poet call light "offspring of heaven first-born"? Explain the assertion "Before the sun, before the heavens thou wert." Show the agreement of the Scriptures and of Geology regarding the creation of light. Consult Hugh Miller's "Testimony of the Rocks," Gerald Meloy's "Geology and Revelation," and Hitchcock's Text Book of Geology. Explain the following expressions: Stygian Pool, "Orphean Lyre," "I sung of Chaos and eternal night." Quote the lines that relate to the poet's blindness. Which lines prove his patient resignation to his affliction? Who are Maeonides and Thamyris? Tereias and Phineus? Did not the poet's petition to Light to "shine inward, and the mind with all her powers irradiate" receive a generous response? As we read his wonderful productions we see that, when God darkened the eyes of his body, He opened the eyes of his soul to the hidden beauties of heaven and earth. Milton had indeed the gift to see and to tell of "things invisible to mortal sight."

A BIRD TRAGEDY.

By Sister M. Fides. (Pittsburg.)

Spring time in the country. Why those poets studied in the old Smoky City class room were not so flightily unreal after all. Spring is a glorious panorama; and we who, many years ago, more than half believed in the wonderful Genius of Alladin's Lamp, stand today in awe before the wondrous transformation wrought by an unseen hand. Yon trees but yesterday bleak, black, lifeless, laugh now in leaves of tenderest green or in blossoms pink or white; the air is redolent of blossom breath and vocal with the song of birds.

Previous to this, my first experience of Spring time in the country, bird life was quite unknown to me. I admit, too, a feeling somewhat of irritation at the frequent reference to birds made by poets, prose writers, spring enthusiasts, etc. But as so frequently happens, that which one condemns in another comes sooner or later to dominate over oneself. I find myself today fairly fascinated by the birds. Bird magazines, Audubon, and even bird poets are eagerly sought, and now, for the first time, understood. Shelly's "Sky Lark" unfolded a whole world of meaning

as I read it whilst listening to the vesper strain of the little Song Sparrow! I too echoed:

Teach me half the gladness
That thy heart must know,
Such harmonious madness
From my lips would flow,
That the world would listen then
As I am listening now.

The other day I watched a duel unto death between two Chipping Sparrows. For some time the issue seemed doubtful and either might have sought safety in flight; but the Spartan mother war cry—Return with your shield or upon it—was evidently the spirit actuating the combatants.

A dexterous peck at the eye gave advantage to the stronger and the injured bird fell to the ground; the ensuing scene was simply murder. O, the joy of triumph, satiated revenge! Why, the spirit of Marius seemed palpitating in that little hate-embodiment as he pecked and pecked, and chirped and pecked, and dragged his victim and shook him even long after life had, at least apparently, departed from the poor, tortured little form.

Another bird which from a neighboring tree had evidently watched the fight now fluttered down to the scene. He or she, more probably the latter, perched on a stone nearby and intently watched the struggle, whether with looks expressive of admiration for victor or secret lament for victim, I could not tell. Perhaps my own feelings protruding themselves through my field glass perceived in her the latter; certain it is she did not join the triumph song, but just as certain it is that she flew away under the voluble protection of her triumphant lord and master. And there lay the dead Chippy, his chestnut head dyed crimson and his poor bleeding eye closed forever; and there, right before my eyes, on this glorious spring day, had been enacted just another expression of that tragedy old as the world.

A very demure Robin has her nest in a locust tree near my window. She is evidently a staid old matron, secure in a nest that proved faithful last year and only kindly tolerant of all the chatter and fuss of the inexperienced young nest builders about her.

The Red-headed Woodpecker may be seen flashing in crimson and white amid the foliage, and performing acrobatic feats apparently for the amusement of his admiring mate. Another bird not often seen, though frequently heard, is the Turtle Dove; its plaintive "Coo-coo" breaks sadly upon the country stillness. Its note is that of warning, nay that of rebuke, to the chattering, quarreling, caroling, rollicking young warblers around it. Yet if Cassandra-like, it tells of storms and cats, and bad boys, and telegraph wires, and all the thousand ills that bird flesh is heir to, it is, also Cassandra-like, heard but not heeded. The morning concert wakens hopeful as ever, nature demands have as joyous fulfillment, and no tomorrow shadows darken the happy today of our wise little brothers in birdland.

SCULPTURE IN THE SCHOOL.

By Benjamin Baker.

A great virtue of sculpture for school decoration is the effect it has in modifying the architectural expression of the rooms in which it is placed. There is great need, in choosing sculpture for school rooms, of considering carefully the architectural qualities of the room in hand,—both what it possesses and what it lacks. Among the advantages of sculpture over pictures for school decoration is the visibility of a piece of sculpture from nearly every point within the four walls which immediately enclose it. Pictures, being flat surfaces, can be well seen only from a rather strictly limited area. To the greater part of a large room they are little more than reflecting surfaces of glass for varnished canvas, while their details, and even more their color, show to advantage only from one or two points in the room.

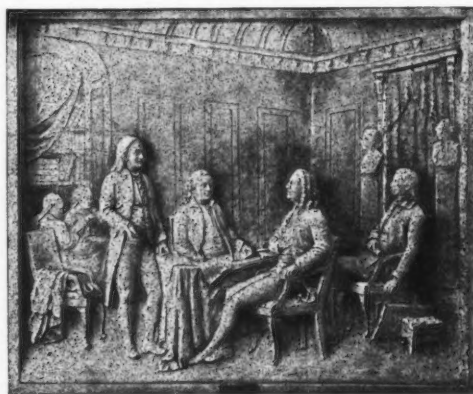
The secret of the architectural effect of sculpture wisely chosen and skilfully placed lies mainly in the way high relief takes light from every side. The material bulk of sculpture is important to its architectural effect; in the case of pedestal-columns supporting busts, the effect is out of all proportion to the bulk. But the real effectiveness of bulk, and its influence upon the architectural expression of the room, is due to the light and shade on the relief. Where for a picture there would be no light at all, a relief from the Parthenon frieze will catch enough con-



Courtesy of Boston Sculpture Co., Melrose, Mass.

trasts from the dim illumination to become instinct with a shadowy vividness that is sometimes more attractive and more full of suggestion than would be possible to the same relief under the fierce white light beloved of art museums. Columns, as pedestals for busts, give different effects by their vertical lines of light and shadow. The effect of full-size reproductions of classical figures is often not wholly an effect of bulk alone, or of lights and shadows, or of line.

The first claim on the score of appropriateness is therefore the fitness of a particular piece of sculpture to produce a good architectural effect. Those who have not considered what it is possible to do with sculpture in the way of giving a new structural expression to a room are likely to be surprised by the actual results of wise selection and placing. No other means of decorating school rooms is so potent in changing their character and countenance.



Courtesy of Boston Sculpture Co., Melrose, Mass.

Being first appropriate in this architectural sense, sculpture for the school room should be, also first, beautiful. Whatever is conspicuous in the school room is making innumerable, repeated impressions upon the minds of those whose eyes see. Those repeated impressions will become wearisome and unwelcome unless they are impressions of beauty which have some continuous appeal to imagination and aesthetic feeling. Here lies the need of the highest beauty. Anything less is an offense to the sensitive and fails to stimulate or inspire the more prosaic.

It seems hardly to need saying that sculpture is in nearly every case the best decoration for the school room. One aspect of its superiority over pictures has been mentioned. Another important one is the fact that faithfulness of reproduction is attainable in sculpture at moderate cost, while the same degree of faithfulness in pictures is exceedingly difficult to come by.

MANY NEW BISHOPS.

The months of April and May this year give an unprecedented number of new bishops to the Church in this country. April 14 the Right Rev. Joseph J. Rice was consecrated in the Cathedral of that city, by Bishop Beaven of Springfield.

On the same day, in the Cathedral of the Immaculate Conception, Mobile, Right Rev. John Shaw was consecrated Coadjutor Bishop of San An-

tonio, Texas. The Most Rev. Archbishop Blenk of New Orleans, per several southern bishops.

The diocese of Hartford received its new bishop, the Right Rev. John J. Nilan, on April 28, the Most Rev. Archbishop O'Connell consecrating.

In May, Archbishop Ireland, of St. Paul, will consecrate six new bishops for the province of St. Paul. They are:

Rev. Timothy Corbett, pastor of

the cathedral, Duluth, Bishop of Crookston; Rt. Rev. Vincent Wehrle, O. S. B., Abbot of St. Mary's Abbey, Richardton, N. D.; Bishop of Bismarck, N. D.; Rev. Joseph F. Busch, head of the diocesan missionary band, residing at Excelsior, Minn., Bishop of Lead, S. D.; Very Rev. John J. Lawler, pastor of the cathedral St. Paul, auxiliary Bishop of St. Paul; Rev. James O'Reilly, pastor of the Church of St. Anthony of Padua, Minneapolis,



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GOOD HEALTH AND GOOD MANNERS:

By Ervie M. Ravenbyrne.

(Prepared definitely for use in Parochial Schools.
Cloth bound, 126 pages, price 30 cents.)

Here is a new book issued in response to the expressed wishes of many Catholic teachers. The nature and scope of the contents is indicated in the outline below. The book is well made up and amply illustrated.

There are two general divisions to the text—Health and Manners—study under both divisions to be carried along at the same time, the arrangement of the subjects being such as to permit the book being used in two years. Only slight attention is given to physiology and there are no objectionable illustrations. The teachers' edition of the book will contain a special chapter on Alcohol.

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Section 28. Habits: (a) Creatures of Habit. (b) Strengthening of Character. (c) Repetition of Acts. (d) Formation. (e) Example. (f) Effect of Evil Habits.

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300th ANNIVERSARY.

In celebration of the three hundredth anniversary of the founding of the Visitation order, the Visitation place, St. Louis, will give a brilliant historic pageant early in June. The sisters will engage professional assistance in training the students of alumni in the dramatic pageant. The grounds are being planned and prepared as the theater for the drama. Musicians are trying the voices on the big campus to procure those of sufficient sustaining quality in the open air. Several hundred persons are to take part, making the training and drilling a pretentious undertaking.

There is to be a triduum, June 5, to 7, the school closing on the eve of the 7th. Archbishop Glennon and other dignitaries of the St. Louis and surrounding dioceses are to be present.

Invitations have been sent to many outside visitors, in addition to the members of the alumni throughout the United States.

The Visitation order was founded by St. Jane Frances de Chantal in France in 1610. The first house of the order in Annecy, France, is still there, and is viewed as one of the historically interesting spots.

SEES VAST POSSIBILITIES.

Determined to raise \$60,000 as a fund to erect a parochial school for colored Catholic children of Chicago. Rev. Father John S. Morris well-known Catholic missionary to the colored members of his parish, and pastor of the only Catholic negro church in Chicago, has appealed for assistance.

The religious needs of the negroes of Chicago are large, and principal among them, according to Father Morris, is religious training for chil-

dren. This school is to be attached to St. Monica's church, Dearborn and Thirty-sixth streets, of which Father Morris is now pastor.

Of the 60,000 colored population of the city, only 1,000 are Catholics. To reach these and to draw them to the ranks of the church is the object of the mission of Father Morris. His congregation today shows remarkable increase and vast possibilities.

A PRIZE CONTEST.

The faculty of Notre Dame University has completed the details of a notable contest and given out the following regulations which govern it:

The sum of \$1,000 has been entrusted to the University of Notre Dame to be offered for the best manuscript dealing practically with the question of religion in education. The contest for this prize is open to all persons in all countries of the world and without regard to age, sex or creed. Manu-

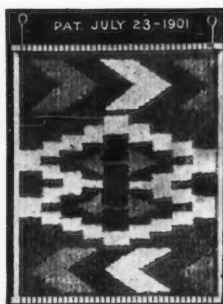
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Each contestant must sign his manuscript with his pen name and address it to the Max Pam Prize Contest, University of Notre Dame, Notre Dame, Ind., U. S. A., inclosing for identification a sealed envelope containing his correct name and address in full, hands of the committee of award by Jan. 1, 1911, and the announcement of the award will be made at the commencement exercises in June, 1911.

MILLION DOLLAR HOSPITAL.

The Sisters of Mercy of San Francisco, will soon take possession of their new hospital, which they erected in place of the one destroyed by the

earthquake. The portion now constructed consists of the center of the main building, five stories high, the east wing, and a two-story power plant and kitchen. It cost \$350,000. The completed building will cover an entire block, and will cost in the neighborhood of \$1,250,000. The Sisters of Mercy went to California from Kinsale, Ireland, in 1854. During the outbreak of cholera in 1855, they were placed in charge of the city hospital, and two years later opened their own hospital, which has grown into the magnificent institution they are now building. Mother Mary Baptist Russell, sister of Lord Chief Justice Russell, was superior of the San Francisco convent.

CATHOLIC AUTHORS.

Benziger Brothers may be credited with a notable achievement in the line of Catholic book publishing, by bringing out in ten volumes "The Best Stories of the Foremost Catholic Authors." No less than sixty-four writers are represented in the contents of

this new series which will be placed on the market at a price within reach of all. Not many years ago it would have been impossible to gather together so many Catholic writers.

Sets of short stories of secular authors have been issued by the general publishing houses in recent years in response to a large demand. It is only now, however, that the condition in the Catholic field have caused our publishers to feel warranted in undertaking a work of this kind. During the past ten years there has been a marked change in Catholic publishing. Catholic newspapers and magazines have created a reading public. Catholic publishers have not been slow to realize this and to offer inducements to make this reading public still larger. Besides the increasing number of new books appearing from year to year, complete libraries are now offered at low prices on the easy payment plan which enables almost any one to get a good collection of good Catholic books.

Bishop Canevin of Pittsburgh, has approved the recent action of his diocesan school board in condemning elaborate commencements which tend to interfere with the pupils' regular school work. The resolution is signed by Rev. Dr. A. A. Lambing, president, and Rev. C. Hegerich, secretary.

Major-General T. H. Barry has been selected for duty as superintendent of the military academy at West Point, succeeding Col. Hugh L. Scott, who will be relieved on August 31st next. General Barry was formerly in command of the army of Cuban pacification, and is now serving at San Francisco as commanding officer of the department of California.

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edictines will continue Sacred Heart College in Oklahoma as a house of studies for the priesthood. Other successful institutions under the care of the great missionary and teaching order are St. Meinard, Ind., St. Vincent's, Pennsylvania, and St. Benedict's, Kansas.

While the convent of St. Augustine in Lakewood, Ohio, was blazing early one morning recently, the fifty nuns who had been driven from their cells carried the sick from the convent hospital into the street. The convent was wholly consumed. The nuns who were driven from their retreat are members of the order of Sisters of Charity.

By signing the general appropriation bill Governor Crothers approved

the item of \$5,000 for two years for St. Vincent's Orphan Asylum, near Towson, Md. Governor Crothers visited the new institution last summer, and personally complimented the Sisters in charge on their good management of the asylum.

SCHOOL OF SCIENCES.

The Catholic University School of Sciences has just issued a very attractive booklet of forty-two pages describing in a popular way the advantages which it offers to Catholic young men desirous of obtaining the best possible training in chemistry, physics, mathematics, engineering, electrical, chemical and mechanical. This booklet is illustrated and will be sent on application to those desirous

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ical engineering, as it is felt that along these lines in the future there are many splendid opportunities for the graduates of our Catholic high schools and colleges. The present generation will very probably witness an unparalleled development of the unbounded physical resources of the United States, calling, however, for highly trained abilities. No city in the United States offers to the average student so many advantages of an in-

tellectual, social and political nature as Washington, which is sure to be the home of a multitude of earnest students. In view of this development the Catholic University has not begun its work a single decade too soon.

It is conceded on all hands that the Catholic schools in England will not be molested by adverse legislation during the present session of Parliament, most of the Liberal members being pledged to let existing conditions remain.

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A Closing Day Exercise.

Chorus of Daisies off platform—Tune: "Sweet Marie."
Sweetest day of all the year,
Daisy-time.
To all the children dear,
Daisy-time.

(Pause.)

Class: (heads tipped as in listening)—
We hear the sound of many voices,
They come this way;
Oh, listen, and we'll soon be hearing
What they all say.

(Daisies, represented by three to six girls, continue and come upon platform. They wear caps of yellow paper, large white paper collars cut in the shape of daisy petals, and carry daisies.)

Then we go to summer school,
Learn its lessons, mind its rule,
Learn from bee and bird and flower
Every hour.

Chorus—
Daisies say, daisies say,
If we're only sweet and true all the time,
We can be like little flowers,
In this busy world of ours,
We can make of winter hours
Daisy-time.
Sun and skies and flowers of June,
Daisies, too,
Sing just the one sweet tune,
Daisies do.

Just grow bright and sweet as they,
Sunbeams, birds and flowerets gay,
'Tis an easy, pleasant way,
Daisies say.

They bow and exit. Following three to six girls with large red tissue paper bonnets, built around the face to represent American beauty roses, come out singing. They carry baskets containing paper (or real) roses, and strings of roses over right shoulder and down over left hip.

Tune: "Maryland."
'Tis now the lovely month of June,
Roses fair! Oh, roses fair!
The happy birds are all in tune,
Roses fair! Oh, roses fair!
We bloom by roadsides, everywhere,
We sweetly scent the summer air,
What flowers can with us compare?
Roses fair! Oh, roses fair!

They carry basket to nose, then hold out to audience as though to say, "Won't you smell?" then back to position. All sing—

Tune: "Home, Sweet Home."
Rose, rose, sweet, sweet rose!
There's no flower that grows
As sweet as the rose.

They bow and exit. A very little girl runs on quickly, carrying a doll. She recites—

Red roses are pretty
And so are the pink;
But the prettiest rose,
I really do think,
Is my dear, dolly Rose,
So dainty and sweet
From the crown of her head
To her little feet.

(Runs off.)

Enter boys dressed as farmers, with high boots, over-

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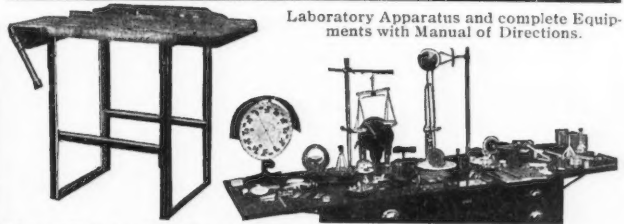
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The Catholic School Journal

alls and large straw hats. Each carries a rake over right shoulder. They recite—

I'm glad I am a farmer,
My acres broad I till,
And in the autumn of the year
My many barns I fill.
The farmer's life is a happy one,
'Tis one of peace and joy,
To reap and sow, and plow and mow,
And thus the time employ.

(At chord on piano, count one, they put right foot forward and extend rake in same direction, raking position; chord two, they draw the rake along the floor, left knee is bent; back for count three; over shoulder for count four. They then skip around the platform in as large a circle as space will permit, to a merry tune, return to position and recite)—

Planting the corn and potatoes,
Scattering all the seeds,
Feeding the hens and the chickens,
Freeing the garden from weeds;
Driving the cows to the pasture,
Feeding the horse in the stall,
Oh, we farmers are busy,—

There's lots of work for us all.

(They repeat movements and skip off.)
Enter a little boy dressed in a sailor suit and a little girl carrying a pail and shovel.

Boy—
I'm by the sea, I'm by the sea,
I am where I would ever be.
The sea, the sea, the open sea!
The blue, the fresh, the ever free!

—Adapted from Cornwall.

Girl—
When I was down beside the sea
A wooden spade they gave to me
To dig the sandy shore.
My holes were empty like a cup,
In every hole the sea came u
Till it could come no more.

—Stevenson.

(They bow and exit.)

Enter girls representing buttercups. They wear yellow paper caps, green paper collars and carry buttercups. They sing—

Tune: "I'm Called Little Buttercup."

We're called little buttercups,
Dear little buttercups,
Yellow as butter are we.
With blue skies above us
And children to love us,
We're happy as happy can be.

We grow in the grasses,
And each one who passes
Is glad our bright faces to see.

The birds flying over,
The bees in the clover,
Like us, are all brimful of glee.

We're called little buttercups,
Dear little buttercups,
Yellow as butter are we.

With blue skies above us
And children to love us,
We're happy as happy can be.

Recitation by Buttercups—

1 Oh, we are the buttercups gay,
2 We call to you to come away.
3 Come! Hear the voice of bee and bird!
4 Come! The laughing brook is heard!
5 Come! Say summer skies so blue!
6 Come! Call the flowers of every hue!

(They bow, waving flowers, and exit.)

Chorus—Everything is calling,

We must away;

But ere we part,

We'll say "good-day."

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First Speaker—Our question for debate is, "Resolved, that country life is more enjoyable than life in the city." I think country life is more enjoyable; for, as Byron says—

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"There is a pleasure in the pathless woods,
There is a rapture on the lonely shore,
There is society where none intrudes,
By the deep sea and the music in its roar."

Second Speaker—I agree with Bryant when he says—
"The country ever has a lagging Spring,
Waiting for May to call its violets forth,
And June its roses—showers and sunshine bring
Slowly the deepening verdure o'er the earth,
To put their foliage out, the woods are slack,
And one by one the singing-birds come back.
Within the city's bounds the time of flowers
Comes earlier, let a mild sunny day,
Such as full often for a few bright hours,
Breathes through the sky of March the airs of May,
Shine on our roofs and chase the wintry gloom,
And lo! our borders glow with sudden bloom."

Third Speaker—Keats has well said, that—
"To one who has been long in city pent,
Tis very sweet to look into the fair
And open face of heaven to breathe a prayer
Full in the smile of the blue firmament."

Fourth Speaker—With Earnest Bross I would ask—
"Thinkest thou that Nature only dwells
Where solitude his message tells—
The only impress of her hand
On somber peak and lonely strand,—
Sole tongue her mighty heart could find
In booming wave and whispering wind?
Fond Nature smiles with equal pride
On vaulting dome and prairies wide;
Her harpiscord the singing wires
Her altars the electric fires."

Fifth Speaker—One of my opponents quoted Bryant;
but that poet also says—
"The groves were God's first temples, ere man learned
To hew the shaft, and lay the architrave,
And spread the roof above them,—ere he framed
The lofty vault, to gather and roll back
The sound of anthems; in the darkling wood,
Amidst the cool and silence he knelt down

And offered to the mightiest, solemn thanks
And supplication."

And again he says—
"Here have I 'scaped the city's stifling heat,
Its horrid sounds and its polluted air;
And where the seasons milder fervors beat,
And gales that sweep the forest borders, bear
The song of bird, and sound of running stream,
And come awhile to wander and to dream."

Sixth Speaker—
"Tis all very well to talk of the wealth
Of undisturbed nature, when you are in health,
But you wish that the city and doctor were near
Whene'er you have cause some sickness to fear."

Seventh Speaker—But Dryden would say—
"Better to hunt in fields for health unbought,
Than fee the doctor for a nauseous draught.
The wise for cure on exercise depend;
God never made his work for man to mend."

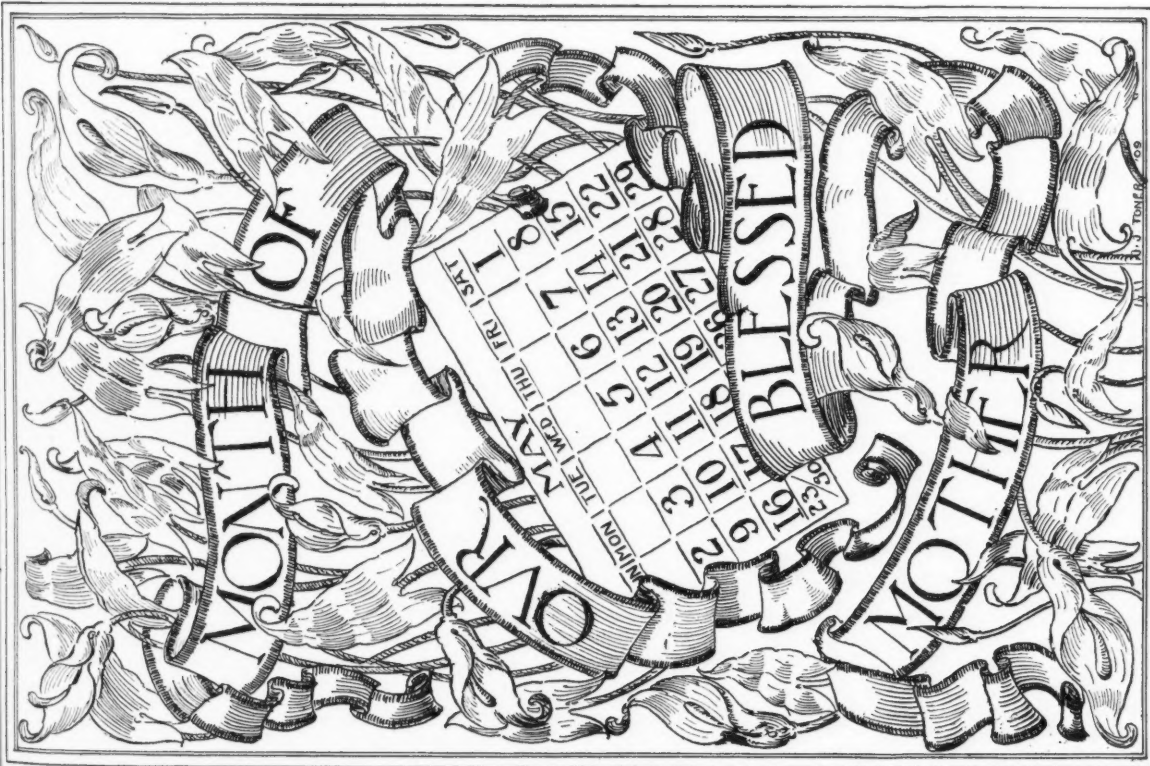
And then as Cowper says—
"God made the country, and man made the town;
What wonder then that health and virtue, gifts
That can alone make sweet the bitter draught
That life holds out to all, should most abound,
And least be threatened in the fields and groves?"

Eighth Speaker—As for me I prefer city life, for, as
N. P. Willis put it—

"Your love in a cottage is hungry,
Your vine is a nest of flies—
Your milkmaid shocks the graces,
And simplicity talks of pies!
You lie down to your shady slumber,
And wake with a bug in your ear,
And your damsel that walks in the morning
Is shod like a mountaineer."

Ninth Speaker—With Sam Hughson, I love the coun-
try and—

"I'd rather lay out here among the trees,
With the singin' birds an' the bum'le bees,
A-knowin' thet I can do as I please,
Than to live what folks call a life of ease,



Religious Design for May Blackboard Calendar:

{ Fill in Dates from
Calendar on Front Cover.

Up thar in the city.
For I really don't 'zactly understan'
Where the comfort is fer any man
In walkin' hot bricks and usin' a fan,
An' enjoyin' himself as he says he can,
Up thar in the city."

Tenth Speaker—When I want to enjoy myself, like
Henrietta Elliott—
"I shall watch the leaping squirrels,
And the patient creeping ants,
And learn the ways of wee wood-folk
In their unmolested haunts.
And perchance, in the hush that follows
The struggle to be wise,
Some truth that was coy beforetime,
May take me by surprise."

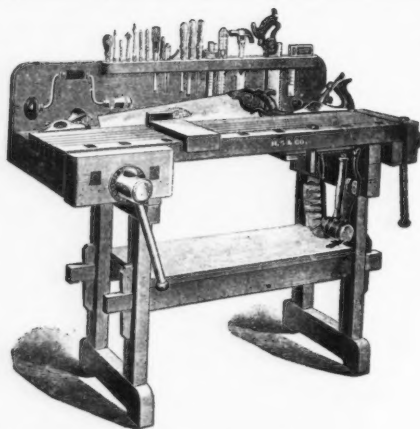
A school teacher having instructed a pupil to purchase a grammar, the next day received a note thus worded from the child's mother: "I do not desire for Lulu shall ingage in grammar, as I prefer her ingage in yuseful studies and can learn her how to spoke and write properly myself. I have went through two grammars and I can't say as they did me no good. I prefer her ingage in history and drawing and vocal music on the piano."—State Press.

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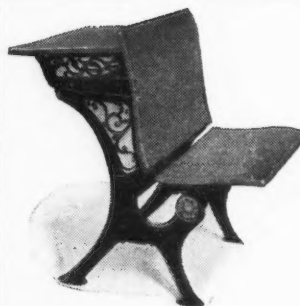
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Seventh
Annual
Convention
C. E. A.
at Detroit
July 4-7



THE Catholic Educational Association of the United States will hold its seventh annual meeting at Detroit on Monday, Tuesday, Wednesday and Thursday, July 4, 5, 6 and 7, 1910. A program of exceptional merit has been arranged for this meeting, and the prospects for a good attendance were never more encouraging. All necessary preparations have been made by the various committees appointed by the Rt. Rev. Bishop of Detroit, and Catholic educators of the country will receive a cordial welcome. The Rt. Rev. John S. Foley, D. D., Bishop of Detroit; the Rt. Rev. Monsignor T. J. Shahan, D. D., on behalf of the Catholic Educational Association, and the presidents of the departments extend a cordial welcome to all Catholic college and seminary presidents and professors, to pastors and teachers and all interested in the cause of Christian education to attend the convention. The general sessions are open to the public.

Place of Meeting.

An informal reception to the members will be given at the Pontchartrain Hotel on Monday evening, July 4, at 8 o'clock. The religious services will be held at St. Peter and Paul's (Jesuit church on Jefferson avenue. All sessions of the association and the meeting public meeting to close the convention will be held in the halls of Detroit College, which have been generously placed at the service of the convention by the Jesuit fathers. The public meeting to close the convention will be held at the Armory. His Grace the Most Rev. Archbishop Glennon of St. Louis will speak at this meeting on "The School and the Home." A large chorus of children is now being trained and will sing on that occasion.

Association Headquarters.

The headquarters for the officers and committees will be the Pontchartrain, Woodward avenue and Cadillac square. Information in regard to the meetings may be obtained there. Members are requested to register as soon after arrival as possible. Annual dues, if not already paid, should be paid at the time of registration. The bureau of registration is in charge of Rev. Francis T. Moran, D. D., treasurer general of the association. He will

have several to assist him in the various departments. Each member receives a badge upon registration, to be worn during the convention.

Local Committees.

The following committees have been appointed by Rt. Rev. Bishop Foley:

Committee on arrangements—Rev. E. D. Kelly, Ann Arbor, Mich., chairman; Rev. A. P. Ternes, 792 Canfield avenue, Detroit, Mich., secretary; Rev. J. G. Doherty, Very Rev. Dean James Savage, Rev. James Wheeler, Very Rev. Dean B. J. Wermers, Very Rev. W. Buhaczowski, Very Rev. D. Mulane, C. S. S. R., Very Rev. R. D. Selvin, S. J., Rev. E. Van Dyke, Rev. F. A. Mueller, Rev. F. J. Van Antwerp, Rev. J. J. Connolly, Rev. Joseph Folta, Rev. F. Kierul, Rev. E. M. Gullinane.

Committee on reception—Rev. E. Van Dyke, 36 Washington avenue, Detroit, Mich., chairman; members, all city pastors.

Press committee—Rev. F. J. Van Antwerp, Woodward and Medbury avenues, Detroit, Mich., chairman.

Committee on finance and membership—Rev. J. A. Hally, Wyandotte, Mich., chairman; Rev. Leo Stauss, Rev. George Maurer.

PRELIMINARY PROGRAM.

Monday, July 4.

3 p. m.—Meeting of the executive board of the Catholic Educational Association, Hotel Pontchartrain.

8 p. m.—Reception to the members of all the departments and sections at the Hotel Pontchartrain. Rt. Rev. Bishop Foley and the visiting prelates will be present.

8:30 p. m.—Meetings of the executive boards of the departments and sections at the call of the respective chairmen.

Tuesday, July 5.

9 a. m.—Mass, SS. Peter and Paul's Church, Jefferson avenue.

GENERAL SESSION.

Detroit College, College Hall.

11 a. m.—Opening of the convention. Report of secretary general; report of treasurer general; report of executive board; appointment of committees on resolutions and nominations; registration; miscellaneous business.

Paper, "The Pastor and Education," by Rt. Rev. Monsignor Thomas J. Shahan, D. D., rector of the Catholic University of America; discussion.

DEPARTMENT MEETINGS.

College Department.

All meetings of this department and its sections will be held in Detroit College, Jefferson avenue.

Room A, 2:30 p. m.—Opening of conference; business session.

Paper, "Program of Religious Instruction for High Schools and Colleges," by the Rev. J. A. Van Heertum, O. P. R., president of St. Norbert's College, DePere, Wis.

Discussion: Very Rev. D. M. Gorman, LL. D., St. Joseph's College, Dubuque, Ia.; Very Rev. J. F. O'Mahony, C. S. V., St. Viator's College, Bourbonnais, Ill.

Latin Section.

Room A, 3 p. m.—Program to be arranged. Science Section.

Room E, 4 p. m.—Paper, "Teaching of Chemistry," by Mr. Paul Muehlmann, S. J. History Section.

Room F, 4 p. m.—Program to be arranged. Modern Languages and Greek Section.

Room G, 4 p. m.—Program to be arranged. Philosophy Section.

Room H, 4 p. m.—Report of the chairman. Paper, "Ought, the Verb of Ethics," by the Rev. Timothy Brosnahan, S. J., professor of ethics, Loyola College, Baltimore, Md.; discussion open.

PARISH SCHOOL DEPARTMENT.

Detroit College, College Hall.

All sessions of this department and its sections will be held in Detroit College, Jefferson avenue.

2:30 p. m.—Opening of conference; business session. Paper, "How Many Grades Should There Be in the Elementary School?" by Brother John Waldron, S. M., inspector of schools of the Brothers of Mary, St. Louis Province, Clayton, Mo. Discussion: Mr. William J. McAuliffe, Cathedral College, New York; Brother Marcellinus, C. S. C., Fort Wayne, Ind.

Deaf Mute Section.

Room D, 2:30 p. m.—Opening of conference; business session. Paper, "Schools for



RT. REV. T. J. SHAHAN, D. D.
President of the C. E. A.



RT. REV. BISHOP FOLEY, D. D.
Active in Arrangements for Convention.



REV. F. W. HOWARD.
Secretary of the C. E. A.

the Deaf in the Diocese of Hartford, Conn., by a Sister of Mercy.

Superintendents' Section.
Room C, 4 p. m.—Opening of conference; business session. Paper, "Systems of Promotion," by Brother George Sauer, S. M.; discussion.

SEMINARY DEPARTMENT.

Detroit College, Hall B.

All sessions of this department will be held in Detroit College, Jefferson avenue.

2:30 p. m.—Opening of conference; business session. Papers, "The Teaching of Moral Theology," by Rev. Timothy B. Barrett, S. J., of Woodstock College, Md., and Rev. John W. Melody, D. D., of the Catholic University of America, Washington, D. C.

8 p. m.—The various committees will arrange to have their meetings at this hour. Rooms in Detroit College will be assigned to any committee on application to Rev. R. D. Slevin, S. J.

8 p. m.—Meeting of the general executive board.

WEDNESDAY, JULY 6. DEPARTMENT MEETINGS.

College Department.
Room A, 9:30 a. m.—Paper, "Number of Units Required and Elective for College Entrance," by Very Rev. J. P. O'Mahony, C. S. V., president of St. Viateur's College, Bourbonnais, Ill.; discussion.

PARISH SCHOOL DEPARTMENT.

College Hall.

9:30 a. m.—Paper, "The Formation of Character," by the Rev. George A. Lyons, superintendent of parish schools, Boston, Mass. Discussion: The Rev. William D. Hickey, Dayton, O.; the Hon. George F. Monaghan, Detroit, Mich.

Paper, "Christian Doctrine in Our Schools: Who Teaches It? How Should It Be Taught?" by the Rev. Edmund F. Gibbons, superintendent of parish schools, Buffalo, N. Y. Discussion: The Rev. John M. Schreiber, Detroit, Mich.; Brother Ignatius, Xaverian Brothers, Norfolk, Va.

Deaf Mute Section.

Room D, 9:30 a. m.—Paper, "The Problem of the Deaf Mute Child," by Miss Mary F. O'Connor, New York.

Paper, "A Call to Action," by Rev. Thomas A. Galvin, C. S. S. R., Northeast, Pa.

SEMINARY DEPARTMENT.

Hall B, 9:30 a. m.—Papers, "The Teaching of Homiletics," by Very Rev. John P. Chidwick, D. D., president of St. Joseph's Seminary, Dunwoodie, N. Y., and Rev. Thomas E. Burke, C. S. P., S. T. L., of the Church of Paul the Apostle, New York, N. Y.

COLLEGE DEPARTMENT.

Latin Section.

Room A, 2:30 p. m.—Paper; subject to be assigned; discussion.

Science Section.

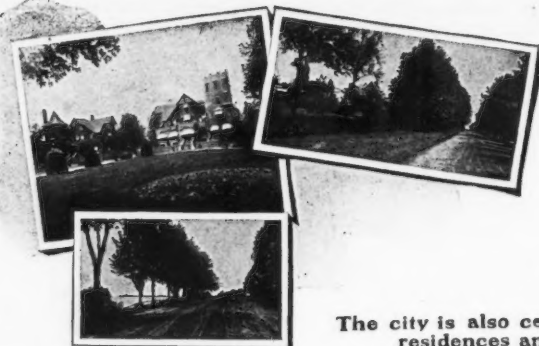
Room E, 2:30 p. m.—Paper, "What Catholics Have Done for Astronomy," by the Rev. William F. Rigge, S. J., Creighton University, Omaha, Neb.

History Section.

Room F, 2:30 p. m.—Paper; subject to be assigned; discussion.

Modern Languages and Greek Section.

Room G, 2:30 p. m.—Paper; subject to be assigned; discussion.



**Famous
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The city is also celebrated for its fine residences and water front.

Philosophy Section.
Room H, 4 p. m.—Election of chairman and executive committee. Paper, "The Educational Value of Scholastic Philosophy as an Undergraduate Mental Training," by the Rev. M. J. Ryan, D. D., Ph. D., professor of metaphysics, St. Bernard's Seminary, Rochester, N. Y. Discussion open.

LOCAL TEACHERS' MEETING.

Detroit College, College Hall.

Meeting of all teachers of the elementary schools attending the convention. Held under the auspices of the Parish School Department, Rev. A. P. Ternes, pastor of St. Elizabeth's church, Detroit, presiding.

2:30 p. m.—Paper, "The Essential Branches of Elementary Schools," by a Sister of Charity.

Paper, "Inculcation of Religious Principles in Teaching Profane Branches," by a Sister of the Holy Name of Jesus and Mary.

Paper, "Teaching of Geography," by a Sister of Charity.

Deaf Mute Section.

Room D, 2:30 p. m.—Conference.

Superintendents' Section.
Room C, 4 p. m.—Paper; subject to be assigned; discussion; election of officers; business session.

GENERAL SESSION.

Detroit College, College Hall.

7:30 p. m.—Business session; election of officers for the ensuing year.

COLLEGE DEPARTMENT.

College Hall.

8:30 p. m.—Public meeting under the auspices of the College Department.

Address, "The Catholic Graduate in Politics," by Mr. Edward T. Wade of Chicago.

Address, "The Catholic Graduate in Professional Life,"

Address, "The Catholic Graduate in Business," by Mr. Bryon V. Kanaley of Chicago.

THURSDAY, JULY 7.

DEPARTMENT MEETINGS.

COLLEGE DEPARTMENT.

Room A, 9:30 a. m.—Business session; election of officers. Paper, "The Need of Local Organizations, State or Provincial, to Co-operate with the College Department of

the Catholic Educational Association," by Very Rev. L. A. Delurey, O. S. A., president of St. Thomas College, Villanova, Pa. Report of committee on resolutions; adjournment.

PARISH SCHOOL DEPARTMENT.

College Hall.

9:30 a. m.—Business session; election of officers. Paper, "Industrial Training," by the Rev. Hugh C. Boyle, superintendent of parish schools, Pittsburgh, Pa. Discussion: The Rev. Otto B. Auer, superintendent of parish schools, Cincinnati, O.; Brother Victor, F. S. C., New York.

Reading of resolutions; adjournment.

Deaf Mute Section.

Room D, 9:30 a. m.—Business session; election of officers; reading of resolutions; adjournment.

SEMINARY DEPARTMENT.

Room E, 9:30 a. m.—Business session; election of officers; discussion; resolutions; adjournment.

GENERAL SESSION.

College Hall.

11:30 a. m.—Reading of resolutions of the association; miscellaneous business; adjournment.

LOCAL TEACHERS' MEETING.

2:30 p. m.—Paper, "Teaching of Elementary English," by Brother Philip of New York.

Paper, "Library Work in the Grades," by a Sister of Charity.

Paper, "Church History in the Grades," by a Sister of the Immaculate Heart of Mary. Adjournment.

MEETING OF THE EXECUTIVE BOARD.
3 p. m.—Meeting of the new executive board, Hotel Pontchartrain.

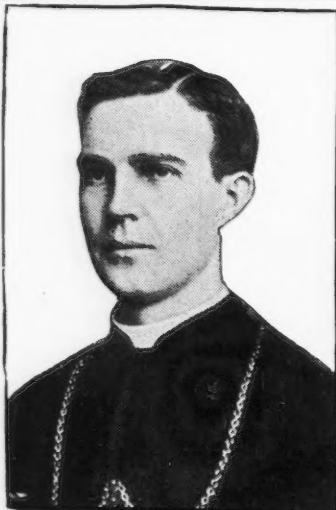
PUBLIC MEETING.

8 p. m.—Public meeting at the Armory. Addresses:

The Hon. Justice Frank J. Anglin of the Supreme Court, Ottawa, Ont., will speak on "Catholic Education in Canada."

His Grace Most Rev. John J. Glennon, D. D., Archbishop of St. Louis, will speak on "The Home and School."

A chorus of 1,000 children of the parish schools of Detroit will sing on this occasion.



MT. REV. ARCHBISHOP GLENNON, D. D.
Who Will Address Public Meeting.



HOTEL PONTCHARTRAIN—DETROIT.
Headquarters for C. E. A. Convention.



HON. PHILLIP BREITMEYER—Mayor.
Who Will Welcome Delegates to Detroit.